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AUTHOR Rasinski, Kenneth A.; West, Jerry
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ABSTRACT

This set of tables examines self-reports of coursework taken by a national probability sample of eighth graders in public and private schools in the United States. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). NELS:88 figures on eighth graders provide a baseline for assessing progress in high school. Estimates in the tables are based on a sample of 24,599 students in 1,052 schools across the nation. The estimates project to about 3,008,080 eighth graders in about 38,774 eligible public, private, and Catholic schools during the 1988 school year. Exclusions to the sample are discussed in the technical notes following 45 pages of tables. Three basic sets of tables on self-reported course-taking are provided in the areas of: (1) mathematics, science, and computer education (Tables 1.1 to 1.5); (2) English, foreign language, history, social studies, and religion (Tables 2.1 to 2.5); and (3) arts, vocational education, and personal development (Tables 3.1 to 3.5). Within each set of tables, the first table shows course-taking across all schools. Subsequent tables show course-taking for public, Catholic, independent private, and other private schools. In addition to information about the sample, the technical notes contain information about survey design, response rates, variables used in the tables, and methods for estimating standard errors. An appendix contains unweighted sample sizes for levels of classification variables. (SLD)

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National Education Longitudinal Study of 1988

Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics

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Kenneth A. Rasinski
NORC, A Social Science Research Center
The University of Chicago

Jerry West
U.S. Department of Education
National Center for Education Statistics

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Contact:
Jerry West
(202) 357–6574

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Introduction

This set of tables examines self-reports of coursework taken by a national probability sample of eighth graders in public and private schools in the United States. Statistics were obtained from the base year student survey of the National Education Longitudinal Study of 1988 (NELS:88). NELS:88 is the latest in the longitudinal education surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NELS:88 begins with eighth graders to provide a baseline for assessing progress in high school. It is broader in scope than its predecessors, and provides extensive information from parents, teachers, and school administrators for the vast majority of students in the survey.

The estimates in the tables are based on a sample of 24,599 students in 1,052 schools nationwide. The estimates project to about 3,008,080 eligible eighth graders in about 38,774 eligible schools with eighth grades during the 1988 school year. Students attending public, Catholic, and other types of private schools are represented in the sample. Various exclusions to this sample are discussed in the Technical Notes section following the tables. Technical information concerning the survey design, response rates, variables used in the tables, and methods for estimating standard errors is also included in the Technical Notes section.

There are three basic sets of tables on self-reported course taking, covering three general groupings of courses. Within each set of tables, the first table shows reports of course taking across all schools. Subsequent tables show course taking separately for four different types of schools (public, Catholic, independent private, and other private schools). Within each table, reports of course taking are presented across all students and for a number of subgroups based upon student and school characteristics.

Tables 1.1 to 1.5 contain self-reports of course taking in mathematics, science, and computer education. Mathematics is divided into Algebra or other advanced mathematics, regular math, and remedial math. A separate category is provided for those who report taking no mathematics courses during the eighth grade. Science courses are divided into those with and without a laboratory component. As with mathematics, a separate category is provided for those who report taking no science courses during the eighth grade.

Tables 2.1 to 2.5 contain self-reports of course taking in English, foreign language, history, social studies, and religion. In these tables, English is divided into regular and remedial English. A separate category is provided for those who report taking no English courses in the eighth grade. For history and social studies, categories are provided to capture students' reports of taking courses in one or the other of these areas, or in both of the areas. Tables 3.1 to 3.5 contain self-reports of course taking in a number of arts, vocational education, and personal development courses.

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Table 1.1--Percent of 1988 eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	32.2	58.4	5.2	2.5	21.5	74.1	4.4	34.8
Sex								
Male	31.8	57.3	6.2	2.7	22.1	73.4	4.4	36.9
Female	32.7	59.5	4.3	2.3	20.9	74.9	4.3	32.8
Race/ethnicity								
Asian	46.8	41.0	5.3	4.4	25.5	66.4	8.1	34.6
Hispanic	24.4	61.7	7.8	3.8	19.1	72.6	8.2	38.8
Black	26.3	60.5	7.3	3.2	19.6	74.4	6.0	38.5
White	33.9	58.4	4.4	2.0	22.0	74.8	3.2	33.6
Native American	25.7	57.3	9.4	4.1	22.0	72.9	5.1	37.1
Family income								
Under $15,000	20.5	67.0	7.1	3.5	17.4	76.9	5.7	34.3
$15,000-$24,999	26.6	62.9	5.8	2.7	19.3	76.5	4.2	33.1
$25,000-$34,999	32.2	59.4	4.9	2.0	20.1	75.7	4.2	34.2
$35,000-$49,999	35.4	57.2	4.0	2.0	22.7	73.7	3.6	34.3
$50,000 or more	46.8	46.9	3.4	1.8	27.5	69.1	3.4	36.1
Parent education								
Less than high school	18.1	67.0	9.2	3.8	17.0	76.9	6.1	35.5
High school graduate/GED	23.5	65.1	6.6	2.8	18.4	77.1	4.5	32.9
Some college	30.0	60.9	5.0	2.4	20.8	74.8	4.4	34.8
College graduate	43.0	50.3	3.4	1.8	24.4	72.0	3.6	35.0
M.A. or equivalent	52.7	42.8	2.2	1.6	28.4	67.9	3.7	37.1
Ph.D./M.D./other professional	59.0	36.6	2.0	1.0	32.8	65.1	2.0	36.9
Don't know	21.4	63.1	9.6	4.7	19.6	73.3	7.1	37.3
Socioeconomic status								
Lowest quartile	18.8	68.1	7.5	3.6	17.2	77.4	5.4	34.0
Second quartile	26.7	63.0	6.1	2.6	19.7	75.9	4.4	34.0
Third quartile	33.3	58.3	4.4	2.2	21.4	74.3	4.3	34.2
Highest quartile	49.3	45.1	2.9	1.5	27.7	69.0	3.2	36.9
Family composition								
Mother & father	35.2	56.4	4.6	2.1	22.1	74.1	3.8	35.0
Mother & male guardian	27.0	62.7	6.0	2.9	21.4	73.8	4.8	35.2
Father & female guardian	25.2	65.0	5.7	3.8	18.1	76.3	5.6	30.1
Mother only	27.2	61.4	6.4	3.2	19.9	74.8	5.3	33.9
Father only	30.1	57.9	7.4	3.0	23.5	69.7	6.8	36.3
Other relative/non-relative	23.4	66.3	6.1	2.1	16.3	77.5	6.1	34.2
Limited English proficient								
Yes	20.0	57.8	12.9	4.7	24.3	66.0	9.7	38.4
No	32.5	58.4	5.0	2.4	21.5	74.3	4.2	34.8
Language minority								
Yes	27.0	58.8	7.8	3.7	20.2	72.4	7.5	40.9
No	32.9	58.4	4.9	2.3	21.7	74.4	4.0	34.1
Grades composite								
Lowest quartile	12.5	71.9	9.7	3.6	18.5	75.4	6.1	32.6
Second quartile	20.7	68.7	6.1	2.7	21.0	73.9	5.2	35.1
Third quartile	32.8	59.2	4.0	2.2	21.0	75.3	3.7	34.2
Highest quartile	57.4	38.6	1.6	1.4	24.8	72.5	2.6	37.0
Science test								
Lowest quartile	15.6	67.0	9.9	4.3	19.1	74.0	6.9	35.2
Second quartile	23.5	66.1	5.8	2.9	18.9	76.7	4.4	34.2
Third quartile	34.7	59.0	3.5	1.8	21.1	75.7	3.2	35.0
Highest quartile	54.0	42.6	1.6	1.1	25.6	72.4	2.0	34.4

Table 1.1--Percent of 1988 eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	32.2	58.4	5.2	2.5	21.5	74.1	4.4	34.8
Test composite								
Lowest quartile	11.8	68.0	11.8	4.8	18.6	74.1	7.3	36.5
Second quartile	19.0	71.2	5.8	2.7	18.4	76.7	4.9	31.8
Third quartile	33.3	61.4	2.6	1.6	21.3	75.7	3.0	35.7
Highest quartile	62.2	35.0	1.0	1.0	26.1	71.4	2.5	34.8
Reading proficiency [5]								
Below level 1	15.6	64.1	11.2	4.8	21.5	70.7	7.8	35.8
At level 1	25.6	64.5	5.7	2.6	19.8	75.7	4.5	34.9
At level 2	49.1	47.0	1.8	1.2	23.6	73.7	2.7	34.1
Math proficiency [6]								
Below level 1	13.2	67.3	11.9	4.3	20.2	73.4	6.4	36.5
At level 1	19.9	70.2	5.5	2.7	18.5	76.8	4.8	33.7
At level 2	34.5	59.3	3.0	1.9	22.2	74.7	3.2	35.9
At level 3	71.5	26.5	0.6	0.8	27.4	70.1	2.4	34.5
Math ability group								
Low	7.7	65.9	20.0	4.8	20.8	73.0	6.2	35.7
Middle	16.9	74.5	4.9	2.2	22.4	73.5	4.2	35.0
High	69.7	25.1	2.2	1.2	25.5	71.1	3.4	36.2
Not grouped	17.1	73.2	4.1	4.0	14.1	81.2	4.7	32.0
Don't know	11.4	74.6	7.8	4.2	14.5	78.2	7.4	31.8
Science ability group								
Low	12.8	67.2	13.9	3.5	20.9	73.9	5.2	36.2
Middle	23.6	66.9	5.8	2.2	21.8	75.3	2.9	35.2
High	55.0	38.3	3.3	1.8	29.3	68.5	2.2	38.4
Not grouped	32.8	59.2	3.8	2.8	16.8	78.5	4.7	32.6
Don't know	17.3	70.0	7.0	4.0	15.0	70.4	14.6	29.5
English ability group								
Low	12.0	66.4	15.8	3.0	24.2	69.9	5.9	34.4
Middle	23.0	67.4	5.8	2.3	21.6	74.0	4.4	34.3
High	55.0	39.2	2.8	1.5	25.9	70.4	3.6	36.8
Not grouped	31.1	60.2	3.9	3.2	17.2	78.8	4.0	34.3
Don't know	15.2	71.8	7.0	4.0	16.1	76.7	7.2	31.7
Social studies ability group								
Low	10.4	70.1	13.3	3.4	21.7	71.9	6.4	30.9
Middle	23.9	66.7	5.6	2.2	21.6	74.0	4.3	35.2
High	52.0	40.8	3.8	1.9	26.6	69.5	3.9	38.6
Not grouped	34.5	57.4	3.7	2.7	18.4	77.9	3.7	33.1
Don't know	18.1	69.1	7.0	3.7	17.3	75.8	6.9	30.7
Locus of control								
Lowest (external)	21.4	64.7	8.2	3.3	21.1	73.5	5.3	34.5
Middle	33.6	58.1	4.5	2.3	21.4	74.2	4.4	35.0
Highest (internal)	41.2	52.7	3.0	1.9	21.9	74.7	3.4	34.9
Self concept								
Low	28.2	62.4	5.4	2.4	20.1	75.5	4.4	32.2
Medium	32.7	58.0	5.4	2.3	21.4	74.5	4.1	35.2
High	36.3	54.5	4.8	2.7	23.1	72.5	4.5	37.3
Postsecondary education plans								
Won't finish high school	9.8	60.5	18.3	6.9	21.3	72.1	6.6	31.7
High school only	11.1	72.6	9.6	4.6	15.5	77.6	6.9	31.7
Vocational/technical	18.2	69.2	7.7	3.3	18.2	76.6	5.2	35.4
Attend college	20.4	68.6	6.8	2.4	18.4	77.3	4.2	33.7
Graduate college	35.7	57.0	3.9	2.1	21.5	74.6	3.9	34.7
Postgraduate/professional	49.1	44.4	3.1	1.7	27.4	69.0	3.6	36.9

Table 1.1--Percent of 1988 eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	32.2	58.4	5.2	2.5	21.5	74.1	4.4	34.8
Geographic region								
Northeast	36.3	53.1	5.4	3.0	25.5	71.5	3.0	42.0
North central	28.8	63.4	4.5	1.9	21.8	75.7	2.4	32.4
South	29.5	61.2	5.2	2.5	19.1	76.7	4.2	36.8
West	37.5	52.2	6.0	2.6	21.6	69.8	8.6	27.6
Urbanicity								
Urban	32.5	55.7	6.1	3.2	20.6	72.3	7.1	38.8
Suburban	35.1	56.0	5.3	2.2	24.0	72.1	3.9	35.0
Rural	28.1	64.0	4.4	2.3	18.8	78.3	2.8	31.5
School type								
Public	31.2	59.8	5.2	2.5	21.5	73.9	4.6	32.5
Catholic	31.7	53.3	7.0	2.5	18.6	79.1	2.3	58.7
Independent private	69.6	25.3	2.6	1.2	48.0	48.1	3.9	42.1
Other private	47.9	45.7	1.9	2.0	21.5	76.1	2.4	38.4
Total enrollment								
1-99	48.5	43.7	1.7	1.8	8.3	89.2	2.5	33.0
100-299	30.2	59.7	4.5	2.7	20.6	76.6	2.8	40.0
300-499	30.8	59.5	5.3	2.4	21.8	74.8	3.4	34.4
500-749	32.8	58.5	5.4	2.1	21.9	74.8	3.3	37.4
750-999	32.8	57.6	5.8	2.5	22.2	72.7	5.1	31.6
1000 +	32.9	57.9	4.8	3.1	21.0	70.8	8.1	29.5

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] Mathematics course-taking categories were created to be mutually exclusive and exhaustive. They do not sum to 100% across categories of classification variables because one mathematics category formed by a very small percentage of students who reported taking both algebra and remedial math was not included in the tables. A complete description of the mathematics categories and their method of creation is in the "Variables Used" section following the tables.

[3] Because of the way the question was worded, the algebra category can include other advanced math courses.

[4] Science course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the science course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey".

Table 1.2.--Percent of 1988 public school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.2	59.8	5.2	2.5	21.5	73.9	4.6	32.5
Sex								
Male	30.7	58.6	6.2	2.8	22.4	72.9	4.7	34.9
Female	31.7	61.0	4.2	2.2	20.7	74.7	4.6	30.2
Race/ethnicity								
Asian	46.2	41.8	5.6	4.1	26.9	64.0	9.1	30.3
Hispanic	24.5	62.1	7.6	3.9	19.6	71.5	8.9	36.8
Black	25.8	61.5	7.4	3.2	19.6	74.2	6.2	36.7
White	32.7	59.9	4.4	2.0	21.9	74.7	3.4	31.0
Native American	25.6	57.3	9.8	3.9	22.2	72.6	5.2	36.8
Family income								
Under $15,000	20.0	67.6	7.0	3.5	17.3	76.8	5.9	33.1
$15,000-$24,999	26.4	63.3	6.0	2.8	19.5	76.0	4.5	31.5
$25,000-$34,999	31.9	60.3	4.6	1.9	20.6	74.9	4.5	31.9
$35,000-$49,999	35.3	57.9	3.9	2.0	23.3	73.0	3.7	31.3
$50,000 or more	45.8	48.5	3.3	1.8	27.6	68.8	3.6	33.5
Parent education								
Less than high school	18.2	67.2	9.1	3.8	17.1	76.9	6.1	34.9
High school graduate/GED	23.1	65.9	6.4	2.9	18.7	76.5	4.7	31.1
Some college	29.6	61.8	4.9	2.4	21.2	74.2	4.6	32.5
College graduate	42.9	51.4	3.0	1.9	24.4	71.7	4.0	31.8
M.A. or equivalent	52.0	44.0	2.1	1.5	28.7	67.3	4.0	35.0
Ph.D./M.D./other professional	59.1	37.5	1.4	1.0	33.2	65.1	1.8	30.4
Don't know	21.4	62.2	10.6	5.0	20.1	71.5	8.4	32.1
Socioeconomic status								
Lowest quartile	18.6	68.4	7.5	3.6	17.2	77.3	5.5	32.8
Second quartile	26.2	63.8	6.0	2.6	20.1	75.1	4.7	32.0
Third quartile	33.3	59.1	4.2	2.3	21.9	73.4	4.7	31.6
Highest quartile	49.1	46.1	2.8	1.4	27.9	68.7	3.4	33.7
Family composition								
Mother & father	34.2	57.8	4.6	2.2	22.2	73.8	4.0	32.2
Mother & male guardian	26.4	63.5	5.9	3.0	21.7	73.3	5.0	33.7
Father & female guardian	25.5	65.9	5.3	3.1	18.5	75.9	5.6	28.8
Mother only	26.2	62.7	6.5	3.2	19.8	74.7	5.5	32.2
Father only	29.0	59.4	7.6	3.1	23.5	69.2	7.4	34.9
Other relative/non-relative	23.3	66.8	6.3	1.9	16.1	77.7	6.2	33.2
Limited English proficient								
Yes	19.6	58.2	13.1	4.6	24.6	65.5	10.0	38.3
No	31.5	59.8	5.0	2.5	21.5	74.0	4.5	32.4
Language minority								
Yes	26.4	59.8	7.8	3.7	20.1	72.1	7.8	38.6
No	31.8	59.8	4.9	2.3	21.7	74.1	4.2	31.7
Grades composite								
Lowest quartile	12.0	72.7	9.7	3.7	18.3	75.2	6.5	31.0
Second quartile	20.5	69.7	6.0	2.6	21.2	73.5	5.3	32.8
Third quartile	32.1	60.7	3.8	2.3	20.9	75.2	3.9	31.2
Highest quartile	57.3	39.1	1.5	1.4	25.2	71.9	2.8	34.5
Science test								
Lowest quartile	14.8	68.0	9.8	4.3	19.2	73.6	7.2	33.7
Second quartile	22.7	67.5	5.7	3.0	18.9	76.4	4.6	31.4
Third quartile	33.9	60.5	3.3	1.7	21.2	75.4	3.4	32.2
Highest quartile	53.8	43.2	1.5	1.0	25.5	72.4	2.1	31.7

Table 1.2.--Percent of 1988 public school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.2	59.8	5.2	2.5	21.5	73.9	4.6	32.5
Test composite								
Lowest quartile	11.5	68.8	11.8	4.8	18.8	73.8	7.4	35.1
Second quartile	18.6	72.1	5.5	2.8	18.8	76.0	5.2	29.3
Third quartile	33.0	62.7	2.2	1.5	21.3	75.4	3.3	32.8
Highest quartile	62.9	35.0	0.8	0.9	25.8	71.5	2.7	31.9
Reading proficiency[5]								
Below level 1	14.9	65.4	11.1	4.9	21.8	70.2	8.0	34.6
At level 1	24.9	65.6	5.6	2.7	19.9	75.2	4.8	32.4
At level 2	48.9	48.1	1.6	1.2	23.3	73.9	2.8	31.2
Math proficiency[6]								
Below level 1	12.5	68.2	11.9	4.4	20.6	72.7	6.7	34.8
At level 1	19.3	71.4	5.3	2.7	18.5	76.5	5.0	31.1
At level 2	34.1	60.4	2.8	2.1	22.1	74.4	3.5	32.8
At level 3	72.3	26.3	0.5	0.7	27.2	70.3	2.5	32.5
Math ability group								
Low	5.8	67.2	20.8	4.9	20.3	73.0	6.7	33.5
Middle	16.0	75.8	4.6	2.3	22.2	73.4	4.4	33.1
High	69.5	25.6	2.2	1.2	25.5	70.8	3.7	33.6
Not grouped	14.6	76.5	4.1	4.2	14.1	80.8	5.1	27.6
Don't know	10.9	75.2	7.9	4.2	14.1	78.4	7.5	30.4
Science ability group								
Low	11.1	68.6	13.9	3.7	20.6	74.0	5.4	35.4
Middle	22.9	67.9	5.7	2.2	21.7	75.4	2.9	34.0
High	55.1	38.6	3.2	1.8	29.2	68.5	2.3	36.1
Not grouped	30.3	62.2	3.8	3.0	16.4	78.2	5.5	27.1
Don't know	17.0	70.4	7.0	4.2	14.7	70.3	15.0	28.1
English ability group								
Low	11.2	67.2	16.3	3.0	24.8	69.1	6.1	33.3
Middle	22.3	68.4	5.6	2.3	21.6	73.8	4.6	32.9
High	55.4	39.3	2.6	1.6	25.9	70.1	3.9	34.8
Not grouped	27.1	64.7	3.9	3.5	16.1	79.4	4.5	28.4
Don't know	14.8	72.3	7.0	4.1	15.8	76.8	7.3	30.4
Social studies ability group								
Low	10.0	71.0	13.1	3.5	21.6	71.8	6.6	30.0
Middle	23.4	67.6	5.5	2.2	21.8	73.8	4.4	34.0
High	52.3	40.9	3.7	1.9	26.8	69.1	4.1	36.7
Not grouped	32.1	60.6	3.7	2.9	17.4	78.4	4.1	27.3
Don't know	17.7	69.4	7.1	3.8	17.1	76.0	6.9	29.5
Locus of control								
Lowest (external)	20.7	65.5	8.3	3.3	21.1	73.3	5.6	32.7
Middle	32.8	59.5	4.3	2.3	21.4	73.9	4.7	32.7
Highest (internal)	40.3	54.3	2.9	1.9	22.0	74.4	3.6	32.0
Self concept								
Low	27.4	63.4	5.4	2.4	19.9	75.4	4.7	30.0
Medium	31.5	59.5	5.4	2.4	21.3	74.2	4.4	32.9
High	35.2	56.0	4.8	2.7	23.5	71.8	4.7	34.7
Postsecondary education plans								
Won't finish high school	9.7	60.6	18.3	7.1	21.3	71.9	6.8	30.1
High school only	10.9	72.9	9.7	4.6	15.5	77.4	7.0	30.9
Vocational/technical	17.8	69.9	7.5	3.3	18.3	76.2	5.5	34.0
Attend college	19.6	69.8	6.8	2.4	18.6	76.9	4.5	31.6
Graduate college	35.1	58.1	3.7	2.1	21.6	74.3	4.1	32.2
Postgraduate/professional	49.2	45.2	3.0	1.6	28.0	68.0	4.0	33.4

Table 1.2.--Percent of 1988 public school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.2	59.8	5.2	2.5	21.5	73.9	4.6	32.5
Geographic region								
Northeast	35.2	55.3	5.1	2.8	26.0	70.8	3.1	37.9
North central	27.6	64.7	4.7	2.0	21.8	75.5	2.7	29.8
South	28.3	62.6	5.2	2.6	18.6	77.1	4.3	35.6
West	37.3	52.6	6.1	2.7	22.4	68.4	9.2	25.5
Urbanicity								
Urban	29.4	58.9	6.3	3.6	19.6	71.7	8.7	33.5
Suburban	34.7	56.8	5.3	2.1	24.7	71.3	4.0	32.8
Rural	27.9	64.1	4.4	2.3	18.8	78.3	2.8	31.4
Total enrollment								
1-99	52.5	40.4	3.3	2.6	14.2	81.9	3.9	35.3
100-299	24.7	66.4	4.2	2.8	20.8	76.5	2.7	35.7
300-499	29.1	61.8	5.4	2.4	21.9	74.3	3.8	29.9
500-749	32.5	58.9	5.3	2.1	21.8	74.8	3.5	35.7
750-999	32.1	58.3	5.8	2.5	21.9	73.0	5.1	31.2
1000 +	32.7	58.1	4.8	3.1	20.8	71.0	8.2	29.6

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] Mathematics course-taking categories were created to be mutually exclusive and exhaustive. They do not sum to 100% across categories of classification variables because one mathematics category formed by a very small percentage of students who reported taking both algebra and remedial math was not included in the tables. A complete description of the mathematics categories and their method of creation is in the "Variables Used" section following the tables.

[3] Because of the way the question was worded, the algebra category can include other advanced math courses.

[4] Science course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the science course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 1.3.--Percent of 1988 Catholic school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.7	53.3	7.0	2.5	18.6	79.1	2.3	58.7
Sex								
Male	31.8	52.3	7.7	2.3	17.4	80.2	2.4	57.4
Female	31.6	54.2	6.3	2.7	19.8	78.1	2.1	59.9
Race/ethnicity								
Asian	40.1	45.0	4.7	5.0	14.2	83.5	2.4	65.6
Hispanic	19.4	61.1	10.4	3.4	10.8	86.5	2.6	56.1
Black	30.3	48.2	7.7	4.3	18.8	76.5	4.7	68.3
White	33.4	53.4	6.4	1.9	19.9	78.2	1.9	57.3
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income								
Under $15,000	29.6	52.5	9.0	2.8	14.5	82.0	3.5	62.7
$15,000-$24,999	25.1	60.0	5.4	2.3	15.0	83.3	1.7	66.0
$25,000-$34,999	28.2	53.4	9.5	3.0	15.2	82.5	2.3	61.8
$35,000-$49,999	32.0	55.1	5.0	2.4	18.7	78.6	2.8	58.9
$50,000 or more	41.6	46.4	5.5	1.6	24.6	73.6	1.8	52.8
Parent education								
Less than high school	14.1	57.7	10.8	4.0	13.7	79.5	6.8	62.0
High school graduate/GED	26.9	55.3	10.3	2.4	15.7	82.3	1.9	61.6
Some college	29.7	55.4	6.1	2.7	17.8	79.8	2.4	61.5
College graduate	35.6	50.6	6.5	2.2	19.5	78.2	2.3	52.6
M.A. or equivalent	43.8	45.8	4.8	1.8	21.9	75.9	2.2	52.4
Ph.D./M.D./Other professional	43.0	43.5	6.9	1.9	31.6	67.4	0.9	58.4
Don't know	14.8	71.6	6.6	4.1	8.9	90.0	1.1	62.6
Socioeconomic status								
Lowest quartile	21.9	58.8	7.8	3.3	15.8	79.9	4.3	70.9
Second quartile	28.9	55.2	8.1	2.8	16.4	81.8	1.7	61.4
Third quartile	28.3	56.0	7.5	2.2	16.7	81.9	1.4	58.0
Highest quartile	39.2	48.1	5.5	2.4	22.6	74.5	2.8	54.0
Family composition								
Mother & father	32.8	53.4	6.7	2.0	19.3	78.7	2.0	58.7
Mother & male guardian	28.4	54.9	8.9	3.0	14.5	84.4	1.1	63.3
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	30.1	53.2	6.2	3.3	17.3	79.8	2.9	56.4
Father only	39.1	39.8	7.4	0.6	24.3	75.0	0.6	56.6
Other relative/non-relative	26.8	59.0	2.7	1.4	19.8	76.8	3.3	57.1
Limited English proficient								
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	31.8	53.2	7.0	2.4	18.8	79.0	2.3	58.7
Language minority								
Yes	24.9	55.2	8.9	4.2	14.0	81.7	4.3	60.0
No	32.6	53.0	6.7	2.3	19.2	78.8	2.0	58.5
Grades composite								
Lowest quartile	16.2	63.6	12.7	2.7	15.8	81.8	2.4	62.9
Second quartile	17.5	63.6	8.1	3.4	17.9	79.0	3.1	59.5
Third quartile	30.5	53.4	7.8	2.2	19.3	78.3	2.4	57.7
Highest quartile	48.0	42.5	2.9	2.1	19.7	78.7	1.5	57.3
Science test								
Lowest quartile	23.0	52.3	13.6	4.3	17.3	79.2	3.5	61.8
Second quartile	23.7	58.9	8.3	2.5	16.4	81.1	2.5	61.8
Third quartile	33.8	52.3	5.6	2.3	18.2	79.7	2.0	58.1
Highest quartile	42.2	49.5	3.2	1.5	21.6	77.3	1.2	54.4

Table 1.3.--Percent of 1988 Catholic school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.7	53.3	7.0	2.5	18.6	79.1	2.3	58.7
Test composite								
Lowest quartile	16.4	53.9	13.8	6.7	14.0	79.8	6.2	61.5
Second quartile	21.2	60.8	10.3	1.8	14.8	83.6	1.6	60.8
Third quartile	30.2	55.6	6.0	2.1	20.6	77.7	1.7	59.3
Highest quartile	47.1	45.1	2.7	1.4	21.1	77.6	1.4	55.3
Reading proficiency[5]								
Below level 1	21.0	49.5	16.3	4.0	19.3	75.7	5.0	54.9
At level	26.2	56.9	8.0	2.4	17.2	80.9	2.0	63.2
At level 2	40.2	49.4	4.0	1.7	20.7	77.8	1.4	54.4
Math proficiency[6]								
Below level 1	18.9	56.1	13.5	3.7	16.0	81.7	2.2	63.5
At level 1	23.1	59.6	7.8	3.2	16.8	80.4	2.8	61.9
At level 2	31.1	55.8	5.8	1.5	21.0	77.5	1.4	60.1
At level 3	57.1	36.5	1.7	1.4	21.4	77.0	1.6	47.1
Math ability group								
Low	15.5	62.4	15.1	2.7	16.4	81.6	2.0	59.5
Middle	19.2	63.1	10.3	2.0	22.0	75.8	2.2	58.4
High	60.3	29.1	3.5	1.8	21.5	77.1	1.4	62.0
Not grouped	22.8	62.6	4.9	3.5	14.0	83.1	2.9	55.7
Don't know	16.0	66.2	8.3	2.9	16.2	77.9	6.0	59.8
Science ability group								
Low	17.7	56.4	22.2	0.0	15.3	80.9	3.7	48.7
Middle	26.0	54.3	9.4	3.4	20.3	77.3	2.3	59.2
High	41.7	42.7	6.7	2.8	24.4	74.3	1.4	70.5
Not grouped	32.6	54.8	5.2	2.3	16.9	80.9	2.2	56.2
Don't know	15.9	68.2	7.7	1.7	18.6	73.4	8.0	61.7
English ability group								
Low	14.8	56.8	14.7	3.7	18.4	78.5	3.1	47.7
Middle	24.3	56.4	10.7	3.5	22.8	75.0	2.2	57.2
High	40.9	46.3	5.0	1.1	23.3	75.5	1.2	62.6
Not grouped	33.5	53.6	5.3	2.5	15.3	82.2	2.5	59.0
Don't know	20.0	65.8	6.4	1.9	19.5	73.8	6.8	60.1
Social studies ability group								
Low	13.3	55.2	19.3	0.0	23.9	72.6	3.5	53.0
Middle	24.4	56.2	10.2	3.9	19.9	77.8	2.3	58.3
High	41.7	44.0	6.4	2.1	21.5	77.1	1.4	67.6
Not grouped	33.0	53.8	5.5	2.3	17.5	80.3	2.2	57.3
Don't know	16.2	69.5	6.7	1.6	18.3	74.2	7.5	53.9
Locus of control								
Lowest (external)	25.1	56.6	9.0	3.3	19.6	78.3	2.1	60.7
Middle	32.2	53.4	7.7	1.9	19.2	78.5	2.3	58.7
Highest (internal)	35.5	50.9	5.1	2.6	17.4	80.3	2.3	57.5
Self concept								
Low	27.4	58.0	7.4	2.7	19.1	78.5	2.4	57.4
Medium	33.3	52.5	7.1	2.0	19.4	79.0	1.6	57.3
High	34.5	49.5	6.5	2.7	17.5	79.8	2.7	60.9
Postsecondary education plans								
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	13.7	70.1	10.0	3.8	16.8	80.1	3.1	56.3
Vocational/technical	24.5	56.4	14.4	1.7	14.9	83.9	1.1	68.9
Attend college	23.9	60.5	7.4	2.6	16.5	81.6	1.9	62.5
Graduate college	31.5	54.2	7.0	2.4	18.4	78.8	2.8	56.8
Postgraduate/professional	39.4	45.7	4.9	2.6	20.6	77.9	1.6	59.0

Table 1.3.--Percent of 1988 Catholic school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student [1] characteristics	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No Math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	31.7	53.3	7.0	2.5	18.6	79.1	2.3	58.7
Geographic region								
Northeast	31.1	50.9	8.2	3.8	13.5	84.1	2.4	64.0
North central	30.4	59.3	4.3	1.6	23.1	75.5	1.4	54.9
South	36.7	46.7	9.1	1.4	27.0	70.9	2.0	65.0
West	28.9	53.1	7.6	3.3	6.7	88.6	4.7	45.7
Urbanicity								
Urban	26.8	57.1	8.0	1.9	18.0	80.4	1.6	58.4
Suburban	35.3	49.8	6.2	3.3	18.2	78.6	3.2	59.6
Rural	42.5	50.4	4.5	1.0	27.4	72.6	0.0	53.2
Total enrollment								
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	33.5	51.7	6.6	2.1	16.7	79.9	3.5	50.5
300-499	31.9	52.6	6.4	3.4	19.0	79.1	2.0	62.8
500-749	24.9	57.7	9.8	2.9	23.2	75.9	0.9	72.4
750-999	48.8	38.6	6.7	0.0	23.1	75.8	1.2	73.4
1000 +	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] Mathematics course-taking categories were created to be mutually exclusive and exhaustive. They do not sum to 100% across categories of classification variables because one mathematics category formed by a very small percentage of students who reported taking both algebra and remedial math was not included in the tables. A complete description of the mathematics categories and their method of creation is in the "Variables Used" section following the tables.

[3] Because of the way the question was worded, the algebra category can include other advanced math courses.

[4] Science course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the science course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 1.4.--Percent of 1988 independent private school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	69.6	25.3	2.6	1.2	48.0	48.1	3.9	42.1
Sex								
Male	72.4	22.0	2.7	1.3	47.4	48.3	4.2	44.8
Female	66.5	29.1	2.5	1.1	48.7	47.8	3.5	39.1
Race/ethnicity								
Asian	76.7	18.8	0.8	3.4	36.9	59.8	3.3	37.4
Hispanic	56.8	36.3	5.5	0.0	46.0	53.3	0.8	50.9
Black	51.2	36.5	6.9	2.2	43.4	53.7	2.9	36.4
White	70.6	25.0	2.5	0.9	50.3	45.5	4.2	42.5
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income								
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	73.0	18.9	0.0	2.6	49.7	46.6	3.7	35.1
$25,000-$34,999	58.9	31.7	5.7	2.7	39.1	52.1	8.8	28.4
$35,000-$49,999	63.1	29.2	2.1	2.9	39.1	56.5	4.4	32.0
$50,000 or more	70.2	24.9	2.7	1.1	49.0	47.1	3.8	43.0
Parent education								
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Some college	65.9	26.0	4.6	1.6	45.2	53.6	1.1	42.0
College graduate	67.5	26.7	3.4	0.8	51.4	45.1	3.5	42.6
M.A. or equivalent	68.5	27.3	2.2	1.3	47.7	49.0	3.2	41.7
Ph.D./M.D./other professional	75.1	21.0	1.5	1.2	47.4	46.1	6.5	42.3
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Socioeconomic status								
Lowest quartile	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Second quartile	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Third quartile	60.9	33.1	2.4	2.3	44.3	55.1	0.6	35.5
Highest quartile	70.9	24.4	2.6	1.1	48.5	47.1	4.4	42.4
Family composition								
Mother & father	70.6	24.6	2.7	1.1	49.6	46.3	4.1	41.7
Mother & male guardian	64.5	29.4	4.7	1.4	42.9	53.9	3.2	44.6
Father & female guardian	73.2	22.2	2.6	0.0	Low n	Low n	Low n	Low n
Mother only	64.3	29.1	2.5	1.1	45.0	51.6	3.4	45.0
Father only	72.2	21.3	0.0	6.5	39.2	58.6	2.1	36.6
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient								
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	69.9	25.2	2.5	1.2	48.1	48.1	3.8	41.8
Language minority								
Yes	67.2	26.4	3.4	2.7	47.7	50.0	2.3	50.7
No	69.9	25.2	2.6	1.1	48.1	47.9	4.1	41.2
Grades composite								
Lowest quartile	50.5	42.8	4.7	1.2	37.9	58.7	3.4	43.0
Second quartile	54.2	37.6	5.4	0.6	40.1	56.4	3.4	41.6
Third quartile	67.1	27.7	2.4	1.7	47.3	48.4	4.3	43.0
Highest quartile	83.5	13.5	0.9	1.2	54.1	41.9	4.1	42.3
Science test								
Lowest quartile	46.7	38.3	11.5	2.0	41.0	57.6	1.4	43.7
Second quartile	55.1	36.9	5.5	2.0	38.9	57.8	3.3	35.2
Third quartile	64.6	30.4	1.9	1.0	47.7	48.5	3.8	41.5
Highest quartile	77.4	19.4	1.2	1.1	51.2	44.2	4.6	42.3

Table 1.4.--Percent of 1988 independent private eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student [1] characteristics	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	69.6	25.3	2.6	1.2	48.0	48.1	3.9	42.1
Test composite								
Lowest quartile	33.4	44.0	17.1	3.8	34.0	63.3	2.7	36.3
Second quartile	53.2	36.7	7.6	0.0	42.3	54.9	2.8	44.1
Third quartile	51.0	42.7	3.3	1.5	40.6	56.4	3.0	41.9
Highest quartile	78.1	18.8	1.1	1.2	51.8	43.7	4.5	41.1
Reading proficiency [5]								
Below level 1	64.6	19.6	11.9	0.8	50.3	47.6	2.1	32.8
At level 1	59.9	34.7	2.8	1.4	43.3	53.6	3.0	44.2
At level 2	74.3	21.9	1.5	1.2	49.9	45.4	4.7	41.0
Math proficiency [6]								
Below level 1	37.9	43.9	15.3	0.0	28.7	66.1	5.2	38.8
At level 1	45.9	42.7	6.1	1.8	44.9	52.8	2.3	40.5
At level 2	52.6	42.5	3.1	1.2	47.5	49.9	2.6	45.4
At level 3	82.3	14.8	0.8	1.2	50.8	44.2	5.0	39.9
Math ability group								
Low	46.1	42.1	9.2	1.0	38.7	55.9	5.3	45.6
Middle	51.1	44.6	2.2	1.4	46.3	49.1	4.7	45.2
High	93.1	4.1	1.1	0.4	51.3	45.8	2.9	41.6
Not grouped	66.2	23.6	3.4	4.0	53.0	43.8	3.2	32.9
Don't know	53.6	41.2	5.1	0.0	35.3	58.2	6.6	26.8
Science ability group								
Low	49.8	38.9	8.7	2.7	37.0	57.3	5.7	44.5
Middle	60.2	34.1	4.3	0.8	44.2	52.7	3.1	45.7
High	77.0	19.1	1.2	0.9	52.4	46.7	1.0	45.4
Not grouped	72.5	22.6	2.0	1.6	50.1	45.7	4.2	39.7
Don't know	63.4	32.4	2.9	0.0	28.0	55.7	16.3	29.9
English ability group								
Low	55.4	32.6	9.2	2.9	37.5	54.2	8.3	43.2
Middle	59.7	35.5	2.8	1.1	41.1	54.0	4.8	44.2
High	78.2	17.7	2.3	0.1	53.3	44.8	1.8	49.6
Not grouped	72.8	22.4	2.0	1.7	50.8	44.8	4.4	37.3
Don't know	55.0	36.9	3.8	2.3	28.4	67.9	3.7	33.7
Social studies ability group								
Low	52.3	37.9	9.7	0.0	28.4	66.5	5.1	43.3
Middle	56.1	37.6	4.2	1.3	44.4	50.5	5.1	47.7
High	76.0	20.3	1.7	0.2	49.1	48.8	2.1	47.8
Not grouped	73.7	21.1	2.0	1.9	51.6	44.3	4.1	37.7
Don't know	64.9	33.8	1.3	0.0	31.5	62.6	6.0	34.4
Locus of control								
Lowest (external)	57.4	33.0	5.1	1.8	43.8	54.3	2.0	43.7
Middle	71.0	24.3	2.4	1.2	49.7	45.3	5.0	40.5
Highest (internal)	73.4	23.0	1.9	1.0	48.4	47.7	3.9	42.5
Self concept								
Low	66.7	28.3	3.6	1.2	43.0	53.8	3.1	41.8
Medium	70.7	25.3	1.9	0.2	53.1	42.7	4.2	44.4
High	71.4	22.8	2.4	1.9	48.4	47.3	4.3	40.6
Postsecondary education plans								
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Vocational/technical	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Attend college	65.3	30.2	1.7	0.0	38.0	57.5	4.5	20.4
Graduate college	65.4	28.5	3.4	1.6	44.6	52.0	3.4	44.1
Postgraduate/professional	74.2	22.1	1.9	0.8	51.5	44.1	4.4	41.8

Table 1.4.--Percent of 1988 independent private school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student[1] characteristics	Mathematics[2]				Science[4]			Computer education
	Algebra[3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	69.6	25.3	2.6	1.2	48.0	48.1	3.9	42.1
Geographic region								
Northeast	79.5	15.4	2.4	0.9	43.3	55.1	1.6	51.8
North central	64.3	31.5	1.8	1.7	66.2	33.8	0.0	29.8
South	60.4	33.9	3.7	1.4	41.2	50.9	7.9	39.0
West	76.2	20.0	1.1	1.4	64.4	33.7	1.9	39.5
Urbanicity								
Urban	71.7	23.7	2.0	1.2	48.7	46.1	5.1	44.7
Suburban	64.4	29.4	3.6	1.3	50.7	46.9	2.4	32.0
Rural	85.4	12.0	2.6	0.0	23.7	76.3	0.0	89.2
Total enrollment								
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	69.6	23.8	2.9	1.0	41.1	57.3	1.6	58.1
300-499	71.5	23.9	2.7	1.0	56.8	41.9	1.3	44.2
500-749	64.6	27.3	3.3	2.9	45.8	49.3	4.9	36.5
750-999	70.9	25.0	3.2	0.9	38.3	46.5	15.2	30.1
1000 +	66.8	33.2	0.0	0.0	57.5	42.5	0.0	36.7

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] Mathematics course-taking categories were created to be mutually exclusive and exhaustive. They do not sum to 100% across categories of classification variables because one mathematics category formed by a very small percentage of students who reported taking both algebra and remedial math was not included in the tables. A complete description of the mathematics categories and their method of creation is in the "Variables Used" section following the tables.

[3] Because of the way the question was worded, the algebra category can include other advanced math courses.

[4] Science course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the science course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 1.5.--Percent of 1988 other private school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	47.9	45.7	1.9	2.0	21.5	76.1	2.4	38.4
Sex								
Male	45.3	47.9	2.1	1.8	20.9	76.3	2.9	40.9
Female	50.4	43.6	1.8	2.2	22.2	76.0	1.9	36.1
Race/ethnicity								
Asian	50.5	32.8	5.5	10.0	16.4	78.0	5.7	49.7
Hispanic	41.4	41.6	6.2	3.5	34.2	65.8	0.0	63.5
Black	38.8	47.2	1.6	4.9	10.4	89.6	0.0	17.2
White	48.8	46.0	1.6	1.4	21.9	75.8	2.3	37.8
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income								
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	34.4	56.2	2.3	1.3	16.1	83.9	0.0	26.3
$25,000-$34,999	46.3	50.8	0.0	0.4	17.7	80.9	1.4	30.8
$35,000-$49,999	42.7	50.5	3.3	1.7	18.0	79.6	2.4	38.0
$50,000 or more	54.0	40.4	1.8	2.6	21.8	75.0	3.2	40.0
Parent education								
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	29.0	62.4	3.7	3.2	13.6	85.0	1.4	24.2
Some college	40.1	52.5	2.5	2.5	15.1	80.9	4.1	33.9
College graduate	49.8	42.5	2.2	1.0	27.0	72.0	1.0	40.8
M.A. or equivalent	63.5	32.8	0.0	3.2	25.6	72.5	1.9	41.1
Ph.D./M.D./other professional	62.2	35.5	1.0	0.7	25.4	72.1	2.5	49.5
Don't know	27.1	64.7	4.3	1.8	38.5	59.6	1.9	54.8
Socioeconomic status								
Lowest quartile	21.8	69.3	5.3	0.8	17.8	81.4	0.8	35.9
Second quartile	37.2	54.8	1.7	3.7	10.9	86.4	2.8	22.5
Third quartile	42.7	48.9	2.2	1.4	19.7	77.6	2.7	37.5
Highest quartile	55.2	40.0	1.6	1.9	25.6	72.2	2.2	43.1
Family composition								
Mother & father	49.3	45.2	1.6	1.5	21.1	77.2	1.7	38.2
Mother & male guardian	44.3	50.8	1.4	1.4	15.6	78.0	6.3	44.7
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	46.9	42.8	5.5	1.7	26.6	70.0	3.5	29.6
Father only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient								
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	47.5	46.2	2.0	2.1	21.7	75.8	2.4	38.7
Language minority								
Yes	45.4	37.3	7.6	3.1	41.2	54.1	4.7	71.1
No	48.1	46.2	1.6	1.9	20.4	77.4	2.2	36.6
Grades composite								
Lowest quartile	21.3	65.7	7.2	3.0	28.4	70.2	1.4	27.9
Second quartile	25.3	60.8	3.8	4.5	18.0	76.1	6.0	39.3
Third quartile	44.1	50.9	0.4	2.4	20.1	77.5	2.4	41.0
Highest quartile	68.2	30.0	0.4	0.4	21.5	77.4	1.1	39.1
Science test								
Lowest quartile	26.3	60.1	2.8	4.4	16.9	77.5	5.6	29.4
Second quartile	38.2	52.5	2.2	3.2	19.7	77.0	3.2	40.0
Third quartile	44.1	51.1	2.5	1.7	21.4	77.0	1.6	37.8
Highest quartile	65.4	31.0	1.0	0.8	25.7	73.2	1.1	41.4

Table 1.5.--Percent of 1988 other private school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	47.9	45.7	1.9	2.0	21.5	76.1	2.4	38.4
Test composite								
Lowest quartile	19.3	60.4	3.8	4.0	18.8	75.1	6.2	44.6
Second quartile	19.7	71.8	4.1	2.5	13.1	83.4	3.5	35.4
Third quartile	42.2	52.0	2.2	2.5	18.7	79.9	1.4	38.6
Highest quartile	69.7	27.2	0.5	1.0	28.7	69.7	1.6	38.3
Reading proficiency [5]								
Below level 1	31.5	47.6	2.5	4.3	11.0	83.7	5.3	42.0
At level 1	37.7	55.7	2.6	2.3	18.5	79.2	2.3	38.1
At level 2	59.1	36.8	1.1	1.5	26.4	71.8	1.9	38.1
Math proficiency [6]								
Below level 1	28.1	57.0	4.1	3.0	13.5	82.9	3.6	39.9
At level 1	27.2	62.7	2.8	2.4	20.4	76.7	2.9	38.2
At level 2	47.2	50.1	1.5	1.0	20.2	77.6	2.2	34.6
At level 3	73.2	23.5	0.7	1.7	29.3	69.5	1.3	41.5
Math ability group								
Low	24.9	49.3	12.7	10.4	40.3	56.7	3.0	35.3
Middle	34.3	59.1	2.0	1.1	22.1	75.5	2.4	47.1
High	83.0	14.3	0.3	0.4	26.1	73.4	0.4	45.0
Not grouped	27.2	66.9	1.3	3.0	11.3	84.2	4.5	20.4
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Science ability group								
Low	49.3	45.8	2.1	2.8	Low n	Low n	Low n	Low n
Middle	35.9	51.9	3.7	3.1	22.3	74.7	3.0	42.7
High	67.1	28.5	1.2	0.7	35.9	63.5	0.6	51.8
Not grouped	48.2	47.5	1.1	1.8	15.2	82.0	2.8	32.4
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
English ability group								
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	40.9	53.1	3.8	0.5	12.6	85.5	1.9	44.5
High	60.9	32.9	2.3	0.3	22.7	76.8	0.5	48.3
Not grouped	49.1	45.3	1.1	2.7	25.5	71.7	2.8	32.2
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Social studies ability group								
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	40.1	55.1	2.6	0.2	11.7	86.1	2.2	43.0
High	55.7	38.6	1.6	0.9	23.0	76.3	0.7	39.7
Not grouped	51.3	43.1	1.3	2.4	24.0	73.3	2.6	36.7
Don't know	23.7	63.4	4.9	3.4	22.4	74.0	3.6	Low n
Locus of control								
Lowest (external)	28.9	62.1	4.4	2.2	20.0	75.1	5.0	33.1
Middle	47.0	45.6	2.0	2.3	20.6	77.4	2.0	38.2
Highest (internal)	57.9	37.7	0.7	1.7	23.0	75.7	1.3	41.1
Self concept								
Low	40.5	52.5	2.1	1.5	23.1	75.1	1.7	36.9
Medium	48.7	44.3	1.9	2.9	20.4	77.2	2.4	37.4
High	54.0	40.6	1.8	1.9	21.0	76.1	2.9	40.5
Postsecondary education plans								
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	24.7	61.2	5.4	4.7	Low n	Low n	Low n	Low n
Vocational/technical	29.5	59.0	2.6	7.6	18.8	81.2	0.0	24.9
Attend college	33.3	55.0	4.6	2.7	16.2	80.6	3.2	24.6
Graduate college	49.2	44.7	1.4	2.0	22.3	75.3	2.5	37.1
Postgraduate/professional	54.8	41.3	1.5	0.8	23.4	75.1	1.5	45.6

Table 1.5.--Percent of 1988 other private school eighth graders who report taking specified mathematics, science, and computer education courses by selected student characteristics--Continued

Student characteristics [1]	Mathematics [2]				Science [4]			Computer education
	Algebra [3]	Regular math	Remedial math	No math	Science with lab	Science without lab	No science	
1	2	3	4	5	6	7	8	9
Total	47.9	45.7	1.9	2.0	21.5	76.1	2.4	38.4
Geographic region								
Northeast	68.7	18.5	2.4	4.6	61.5	36.7	1.8	55.8
North central	46.3	49.1	0.3	1.3	13.4	86.1	0.5	31.5
South	42.1	52.2	2.2	2.2	14.8	81.3	3.9	32.2
West	46.8	47.7	3.0	0.9	16.7	81.2	2.1	45.5
Urbanicity								
Urban	66.5	26.9	1.5	2.2	30.9	67.8	1.3	52.9
Suburban	37.5	55.7	2.4	1.6	16.1	81.5	2.3	31.0
Rural	21.9	73.8	1.9	2.2	10.3	84.5	5.2	14.3
Total enrollment								
1-99	48.1	41.5	0.0	1.2	1.2	97.7	1.1	22.8
100-299	49.4	42.6	2.0	3.7	25.3	72.3	2.4	38.8
300-499	49.7	47.8	1.7	0.0	14.5	84.1	1.4	36.7
500-749	42.9	53.3	1.7	1.2	20.6	76.4	3.1	42.0
750-999	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
1000 +	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] Mathematics course-taking categories were created to be mutually exclusive and exhaustive. They do not sum to 100% across categories of classification variables because one mathematics category formed by a very small percentage of students who reported taking both algebra and remedial math was not included in the tables. A complete description of the mathematics categories and their method of creation is in the "Variables Used" section following the tables.

[3] Because of the way the question was worded, the algebra category can include other advanced math courses.

[4] Science course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the science course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 2.1.--Percent of 1988 eighth graders who report taking specified humanities courses by selected student characteristics

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.7	12.1	4.2	24.1	25.6	23.0	47.2	4.3	17.6
Sex									
Male	81.6	13.8	4.6	23.8	25.1	21.8	48.3	4.8	16.5
Female	85.8	10.4	3.8	24.4	26.1	24.0	46.1	3.8	18.6
Race/ethnicity									
Asian	81.3	14.2	4.4	37.5	18.4	17.4	58.0	6.1	19.3
Hispanic	76.4	17.3	6.3	19.5	24.0	18.6	51.4	6.0	16.4
Black	80.7	11.3	8.0	21.5	23.5	25.7	43.0	7.8	12.1
White	85.6	11.3	3.1	24.7	26.7	23.4	46.7	3.2	18.7
Native American	75.1	15.7	9.2	19.6	17.6	22.6	52.7	7.1	13.3
Family income									
Under $15,000	80.1	12.6	7.2	16.3	26.6	23.4	43.9	6.1	9.8
$15,000-$24,999	83.5	11.9	4.6	18.6	25.6	23.8	45.9	4.7	12.4
$25,000-$34,999	83.9	12.1	4.1	19.7	26.6	23.7	45.6	4.1	17.5
$35,000-$49,999	85.4	11.7	2.9	24.5	25.1	22.9	49.1	2.9	20.9
$50,000 or more	86.8	11.1	2.1	37.2	25.6	21.9	49.4	3.1	23.7
Parent education									
Less than high school	79.3	13.5	7.2	15.7	25.0	24.8	43.1	7.1	7.8
High school graduate/GED	81.9	12.8	5.3	18.7	25.2	25.1	44.6	5.1	13.5
Some college	83.2	12.5	4.3	20.9	26.6	22.2	47.2	4.0	16.6
College graduate	86.4	11.2	2.4	30.1	26.0	21.2	49.4	3.4	25.4
M.A. or equivalent	89.9	8.7	1.4	40.5	23.8	23.0	51.0	2.2	23.5
Ph.D./M.D./ other professional	89.0	10.0	1.0	48.2	23.0	21.5	53.4	2.1	30.3
Don't know	76.8	15.0	8.2	27.3	22.7	23.7	46.7	6.9	20.0
Socioeconomic status									
Lowest quartile	80.5	12.4	7.1	16.2	25.8	23.8	43.7	6.6	8.6
Second quartile	82.4	13.0	4.5	18.9	26.2	24.1	45.6	4.0	15.7
Third quartile	83.3	13.0	3.7	23.7	25.5	22.2	48.7	3.7	19.2
Highest quartile	88.4	10.0	1.6	36.8	25.0	21.8	50.4	2.8	26.0
Family composition									
Mother & father	84.3	12.1	3.6	26.4	25.4	22.6	48.1	3.8	20.5
Mother & male guardian	83.3	11.7	5.1	18.1	27.2	21.9	46.3	4.7	11.2
Father & female guardian	86.1	9.2	4.7	18.7	25.6	26.2	43.5	4.7	9.6
Mother only	82.8	12.2	5.0	21.4	25.7	24.1	45.2	5.0	13.6
Father only	81.4	14.4	4.2	23.2	21.7	26.4	46.4	5.5	12.3
Other relative/non-relative	79.7	12.2	8.1	17.1	28.1	25.0	41.2	5.7	9.7
Limited English proficient									
Yes	69.5	20.6	10.0	22.8	25.5	21.0	43.7	9.8	10.2
No	84.0	12.0	4.0	24.2	25.6	23.0	47.3	4.1	17.7
Language minority									
Yes	76.8	16.6	6.6	24.8	22.7	19.1	51.4	6.8	16.5
No	84.6	11.5	3.9	24.0	26.0	23.5	46.6	3.9	17.7
Grades composite									
Lowest quartile	78.4	15.1	6.5	17.2	26.4	24.0	43.2	6.4	11.4
Second quartile	81.4	13.4	5.2	21.3	24.9	23.2	47.1	4.8	15.2
Third quartile	85.5	10.7	3.8	25.5	25.8	22.5	47.9	3.9	19.3
Highest quartile	88.9	9.6	1.6	30.5	25.5	22.2	50.1	2.2	22.7
History test									
Lowest quartile	74.4	16.8	8.7	17.5	24.8	23.6	43.1	8.5	12.2
Second quartile	82.3	12.6	5.0	18.5	25.8	23.4	46.1	4.8	14.7
Third quartile	86.6	11.0	2.3	25.1	26.0	23.0	48.3	2.6	19.6
Highest quartile	90.1	8.7	1.2	34.5	26.7	22.3	49.3	1.7	23.7

Table 2.1.--Percent of 1988 eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.7	12.1	4.2	24.1	25.6	23.0	47.2	4.3	17.6
Test composite									
Lowest quartile	72.0	18.0	10.0	17.3	24.7	22.4	43.9	9.0	11.5
Second quartile	82.6	12.8	4.7	17.4	25.5	23.6	46.5	4.4	14.4
Third quartile	86.8	11.2	2.0	24.1	26.1	22.7	48.7	2.6	19.8
Highest quartile	92.0	7.3	0.7	36.0	26.8	23.4	48.1	1.7	24.2
Reading proficiency [5]									
Below level 1	73.1	17.7	9.2	19.1	24.0	21.3	45.7	9.0	15.3
At level 1	82.7	12.7	4.5	20.8	25.8	22.9	47.0	4.2	15.2
At level 2	89.4	8.9	1.7	30.9	26.8	23.4	47.5	2.3	22.5
Math proficiency [6]									
Below level 1	74.9	16.8	8.3	19.7	23.8	21.7	46.1	8.3	13.8
At level 1	81.8	13.2	4.9	18.1	26.1	24.0	45.7	4.3	15.0
At level 2	86.5	11.1	2.3	24.8	27.1	22.1	48.4	2.5	20.4
At level 3	91.8	7.5	0.8	39.1	25.7	23.1	49.0	2.2	23.3
Math ability group									
Low	72.6	20.4	7.0	18.0	24.5	24.9	43.6	6.9	16.2
Middle	83.2	12.4	4.5	23.6	24.3	23.6	47.6	4.6	14.8
High	87.8	10.2	2.0	31.4	26.3	21.6	49.4	2.7	19.5
Not grouped	83.7	11.1	5.2	15.5	26.6	22.5	46.7	4.3	24.3
Don't know	80.2	12.0	7.9	16.8	30.3	25.7	37.6	6.5	9.7
Science ability group									
Low	70.1	22.5	7.4	20.5	25.6	23.1	43.2	8.2	15.1
Middle	83.4	12.3	4.3	22.5	25.1	23.4	46.9	4.6	13.2
High	87.4	10.2	2.4	31.9	26.2	21.3	49.8	2.6	16.1
Not grouped	84.7	11.4	3.9	21.7	24.9	23.6	47.9	3.6	27.0
Don't know	80.2	11.8	8.0	18.4	29.9	23.8	39.5	6.8	8.8
English ability group									
Low	68.5	23.9	7.6	17.5	26.8	21.8	43.7	7.7	12.8
Middle	83.2	12.2	4.6	22.7	25.3	23.5	46.6	4.6	13.5
High	88.4	9.7	1.9	31.0	25.7	21.8	49.5	3.1	16.8
Not grouped	84.1	11.7	4.1	21.4	25.3	23.1	48.2	3.4	28.2
Don't know	80.5	11.4	8.2	18.5	27.9	25.6	39.9	6.7	8.9
Social studies ability group									
Low	72.0	20.3	7.7	16.7	24.2	24.9	42.5	8.4	12.7
Middle	83.3	12.0	4.7	23.3	25.7	23.5	46.9	3.9	12.7
High	86.8	10.7	2.5	29.8	25.5	20.8	51.7	2.0	16.5
Not grouped	84.9	11.5	3.6	22.8	24.9	23.9	47.5	3.7	27.3
Don't know	80.3	12.8	7.0	20.2	29.4	22.4	37.2	11.0	8.7
Locus of control									
Lowest (external)	79.2	14.8	6.0	20.8	26.4	22.5	44.9	6.1	14.1
Middle	85.1	11.3	3.6	24.5	25.4	22.8	48.1	3.7	17.9
Highest (internal)	86.6	10.3	3.0	26.8	25.1	23.5	48.4	3.0	20.4
Self concept									
Low	83.6	11.9	4.5	23.4	27.5	23.2	44.8	4.5	16.3
Medium	84.0	12.1	3.9	23.8	25.5	23.5	46.9	4.1	17.4
High	83.7	12.3	4.0	25.1	23.7	22.3	50.0	4.1	19.0
Postsecondary education plans									
Won't finish high school	72.9	18.9	8.2	18.3	27.9	24.0	38.5	9.6	12.0
High school only	76.7	14.8	8.5	13.0	27.9	25.3	38.6	8.2	8.1
Vocational/technical	79.5	14.2	6.3	17.0	24.1	22.8	47.3	5.8	11.2
Attend college	81.5	13.3	5.3	18.9	25.7	23.9	45.5	4.9	14.8
Graduate college	85.9	10.9	3.1	25.3	26.1	23.0	47.6	3.3	19.1
Postgraduate/professional	86.4	11.1	2.5	32.7	24.2	21.3	51.5	3.0	23.1

Table 2.1.--Percent of 1988 eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.7	12.1	4.2	24.1	25.6	23.0	47.2	4.3	17.6
Geographic region									
Northeast	84.5	12.3	3.1	49.6	14.9	31.2	50.9	2.9	23.5
North central	84.3	12.2	3.5	19.5	25.9	24.6	47.1	2.3	21.3
South	85.0	9.9	5.1	15.4	32.1	18.8	43.1	6.0	12.1
West	79.7	15.8	4.5	20.1	24.3	19.9	50.8	5.1	16.3
Urbanicity									
Urban	81.4	13.7	4.9	29.6	23.6	23.6	47.0	5.8	24.6
Suburban	83.9	12.4	3.7	27.2	25.5	21.5	49.6	3.4	19.2
Rural	85.3	10.4	4.3	15.6	27.3	24.5	44.0	4.2	9.9
School type									
Public	84.6	11.0	4.4	23.5	26.4	23.5	45.4	4.6	8.6
Catholic	73.4	23.4	3.2	16.2	12.7	19.3	65.7	2.3	92.5
Independent private	85.4	13.7	0.9	87.8	33.7	20.0	44.1	2.2	22.1
Other private	83.2	15.0	1.8	37.0	31.1	17.4	50.2	1.3	69.1
Total enrollment									
1-99	80.9	14.6	4.5	11.4	27.6	18.3	52.6	1.6	48.9
100-299	82.3	14.4	3.3	18.6	21.1	25.1	51.1	2.6	36.7
300-499	82.2	13.9	3.9	22.1	23.5	22.3	51.0	3.2	21.3
500-749	84.3	11.5	4.2	25.0	27.7	22.5	46.1	3.7	13.9
750-999	84.8	10.7	4.5	23.4	25.4	24.6	44.5	5.4	9.9
1000 +	84.9	10.2	4.9	29.2	28.9	21.6	42.6	6.9	8.2

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] English course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the English course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[3] History/Social studies course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the History/Social studies course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[4] This category includes students who reported taking separate history and social studies courses.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 2.2. Percent of 1988 public school eighth graders who report taking specified humanities courses by selected student characteristics

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	84.6	11.0	4.4	23.5	26.4	23.5	45.4	4.6	8.6
Sex									
Male	82.4	12.7	4.9	23.1	25.9	22.3	46.7	5.1	7.7
Female	86.8	9.3	4.0	23.9	27.0	24.7	44.2	4.1	9.5
Race/ethnicity									
Asian	81.5	13.6	4.8	36.3	17.9	18.0	57.4	6.7	8.6
Hispanic	77.2	16.1	6.7	20.1	25.3	18.9	49.3	6.5	8.8
Black	81.6	10.3	8.1	21.4	24.4	25.7	42.0	7.9	6.1
White	86.7	10.1	3.2	24.0	27.5	24.1	44.9	3.5	9.1
Native American	75.1	15.2	9.7	18.8	17.8	22.9	51.9	7.4	6.4
Family income									
Under $15,000	80.5	12.2	7.4	16.4	27.4	23.5	42.8	6.3	6.3
$15,000-$24,999	84.1	11.2	4.7	18.7	26.4	23.9	44.7	5.0	6.8
$25,000-$34,999	84.6	11.2	4.2	20.1	27.8	24.1	43.8	4.3	8.6
$35,000-$49,999	87.2	9.9	3.0	25.1	25.7	23.9	47.3	3.1	9.9
$50,000 or more	88.5	9.4	2.1	36.7	25.7	22.8	48.1	3.4	12.3
Parent education									
Less than high school	79.6	13.3	7.1	15.7	25.4	24.9	42.7	7.0	6.0
High school graduate/GED	82.6	11.9	5.5	18.8	26.1	25.6	42.9	5.4	6.9
Some college	84.3	11.4	4.3	21.4	27.6	22.5	45.7	4.2	8.2
College graduate	88.7	8.8	2.5	29.9	26.6	22.7	46.8	3.8	11.9
M.A. or equivalent	91.3	7.3	1.4	39.4	24.4	23.3	50.0	2.3	12.3
Ph.D./M.D./ other professional	90.5	8.0	1.5	43.5	22.3	22.5	52.6	2.6	13.4
Don't know	76.6	13.9	9.6	23.1	25.9	23.8	42.3	7.9	5.1
Socioeconomic status									
Lowest quartile	80.7	12.1	7.2	16.1	26.4	24.0	42.8	6.7	5.6
Second quartile	83.2	12.2	4.6	19.3	27.4	24.5	43.9	4.2	7.9
Third quartile	84.9	11.1	4.0	24.1	26.4	22.7	46.9	4.0	9.1
Highest quartile	90.4	8.1	1.5	35.8	25.4	22.9	48.5	3.1	12.3
Family composition									
Mother & father	85.3	10.8	3.8	25.9	26.2	23.4	46.2	4.2	10.1
Mother & male guardian	83.6	11.1	5.2	17.7	27.8	22.0	45.4	4.8	6.4
Father & female guardian	86.7	8.5	4.9	18.5	26.0	26.4	42.8	4.8	5.6
Mother only	84.0	10.9	5.1	20.9	26.6	24.3	43.8	5.3	6.2
Father only	81.5	14.1	4.4	22.4	22.7	26.5	44.8	5.9	5.5
Other relative/non-relative	80.2	11.7	8.1	16.5	28.7	25.6	40.1	5.6	6.2
Limited English proficient									
Yes	69.3	20.6	10.2	22.8	25.7	21.2	42.9	10.2	8.4
No	85.0	10.8	4.3	23.6	26.4	23.6	45.6	4.4	8.6
Language minority									
Yes	77.5	15.5	7.0	24.4	24.0	19.6	49.2	7.2	8.9
No	85.6	10.4	4.1	23.4	26.8	24.1	44.9	4.2	8.6
Grades composite									
Lowest quartile	78.8	14.5	6.7	16.9	26.9	24.6	41.9	6.7	6.1
Second quartile	82.3	12.3	5.4	20.6	25.3	23.7	46.0	5.0	7.1
Third quartile	87.2	8.9	3.9	25.0	26.9	22.9	46.0	4.1	9.3
Highest quartile	90.2	8.2	1.7	30.2	26.7	22.9	47.9	2.4	11.2
History test									
Lowest quartile	74.6	16.5	9.0	17.2	25.1	23.9	42.2	8.8	7.9
Second quartile	83.2	11.7	5.1	18.3	26.4	23.8	44.8	5.0	6.9
Third quartile	88.5	9.2	2.3	24.5	27.2	23.9	46.2	2.7	9.1
Highest quartile	92.2	6.5	1.3	34.6	28.2	23.3	46.6	1.9	10.9

Table 2.2.--Percent of 1988 public school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	84.6	11.0	4.4	23.5	26.4	23.5	45.4	4.6	8.6
Test composite									
Lowest quartile	72.3	17.5	10.2	17.1	25.2	22.7	43.0	9.2	7.3
Second quartile	83.6	11.6	4.8	17.2	26.2	23.9	45.3	4.6	6.9
Third quartile	88.6	9.4	2.0	23.9	27.4	23.5	46.3	2.8	8.8
Highest quartile	94.0	5.4	0.7	35.5	27.9	24.6	45.6	1.9	11.9
Reading proficiency [5]									
Below level 1	73.2	17.4	9.4	18.8	24.5	21.4	45.0	9.2	10.3
At level 1	83.7	11.6	4.7	20.4	26.6	23.4	45.5	4.5	7.5
At level 2	91.2	7.1	1.7	30.4	28.1	24.5	44.8	2.5	10.2
Math proficiency [6]									
Below level 1	75.2	16.3	8.5	19.1	24.5	21.7	45.0	8.7	8.5
At level 1	83.0	12.0	5.0	18.1	27.0	24.5	43.9	4.5	6.9
At level 2	88.0	9.6	2.4	25.0	28.3	23.1	45.8	2.8	8.5
At level 3	93.6	5.6	0.8	37.5	26.3	24.1	47.2	2.4	12.6
Math ability group									
Low	72.7	19.9	7.4	15.4	25.5	25.5	41.5	7.5	7.5
Middle	84.0	11.3	4.7	22.9	24.9	23.9	46.2	4.9	8.4
High	88.7	9.2	2.1	30.9	27.2	22.0	47.9	2.9	10.7
Not grouped	85.7	8.5	5.8	15.0	28.0	24.2	42.9	4.9	6.1
Don't know	80.7	11.3	8.0	16.1	31.0	25.5	36.9	6.6	5.3
Science ability group									
Low	70.4	21.9	7.7	19.5	25.8	23.9	41.5	8.8	9.2
Middle	84.0	11.6	4.4	22.0	25.4	23.8	46.0	4.8	8.7
High	88.4	9.1	2.5	31.3	27.1	21.7	48.4	2.8	9.8
Not grouped	86.7	8.9	4.4	20.5	26.6	24.9	44.2	4.3	7.9
Don't know	80.6	11.2	8.2	17.7	30.3	23.8	39.0	6.8	5.2
English ability group									
Low	68.7	23.4	7.9	16.7	27.2	22.1	42.5	8.2	7.6
Middle	83.7	11.6	4.7	22.4	25.8	23.7	45.7	4.8	8.5
High	89.2	8.8	2.0	30.7	26.6	22.0	48.2	3.2	10.4
Not grouped	86.5	8.8	4.8	18.9	26.8	25.1	43.9	4.1	7.4
Don't know	80.8	10.8	8.4	17.9	27.9	25.7	39.5	6.9	5.1
Social studies ability group									
Low	72.0	20.1	7.9	16.5	24.8	25.4	41.2	8.7	8.3
Middle	83.8	11.4	4.7	23.1	26.1	23.9	46.1	4.0	8.3
High	87.8	9.7	2.6	29.5	26.3	21.0	50.6	2.1	10.3
Not grouped	87.1	8.8	4.0	21.1	26.6	25.6	43.4	4.4	8.4
Don't know	80.6	12.3	7.2	19.3	29.6	22.4	36.8	11.2	5.3
Locus of control									
Lowest (external)	79.7	14.1	6.2	20.3	27.0	22.7	43.8	6.4	7.8
Middle	86.3	9.9	3.8	24.1	26.3	23.7	46.0	4.0	8.8
Highest (internal)	88.0	8.9	3.2	26.0	26.0	24.2	46.6	3.2	9.1
Self concept									
Low	84.2	11.0	4.8	23.0	28.3	23.7	43.2	4.8	8.5
Medium	84.9	11.0	4.2	23.2	26.4	23.9	45.1	4.5	8.1
High	84.9	11.0	4.1	24.3	24.4	23.0	48.2	4.3	9.2
Postsecondary education plans									
Won't finish high school	73.2	18.3	8.5	17.5	28.1	24.4	37.6	9.9	10.0
High school only	76.8	14.6	8.6	12.8	28.5	25.5	37.7	8.3	4.5
Vocational/technical	79.9	13.6	6.5	17.3	24.5	23.2	46.1	6.1	6.4
Attend college	82.3	12.2	5.5	19.0	26.6	24.4	43.7	5.3	7.2
Graduate college	87.2	9.6	3.2	25.2	27.0	23.5	46.1	3.5	9.1
Postgraduate/professional	88.2	9.2	2.6	31.5	25.1	22.1	49.5	3.3	11.5

Table 2.2.--Percent of 1988 public school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	84.6	11.0	4.4	23.5	26.4	23.5	45.4	4.6	8.6
Geographic region									
Northeast	86.1	10.8	3.2	51.0	15.5	34.6	46.8	3.1	10.3
North central	85.4	10.9	3.8	19.9	27.0	25.6	44.8	2.6	10.4
South	85.5	9.1	5.4	14.1	32.4	18.6	42.7	6.3	6.3
West	80.8	14.5	4.7	19.5	25.0	19.7	49.9	5.4	8.8
Urbanicity									
Urban	82.6	11.7	5.7	28.6	25.5	24.0	43.5	7.0	7.5
Suburban	85.1	11.1	3.8	27.4	26.4	22.5	47.5	3.6	9.5
Rural	85.3	10.4	4.3	15.5	27.1	24.6	44.1	4.3	8.1
Total enrollment									
1-99	80.6	15.6	3.8	9.0	30.5	10.4	56.9	2.2	15.8
100-299	85.6	10.8	3.7	17.4	22.6	30.0	44.5	2.9	8.7
300-499	83.6	12.3	4.1	21.9	24.6	22.5	49.5	3.4	9.3
500-749	84.8	10.8	4.4	24.0	27.8	23.2	45.0	3.9	8.5
750-999	84.9	10.5	4.6	22.8	25.6	24.4	44.4	5.6	8.5
1000 +	84.8	10.2	5.0	28.9	29.0	21.5	42.8	6.8	7.9

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] English course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the English course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[3] History/Social studies course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the History/Social studies course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[4] This category includes students who reported taking separate history and social studies courses.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

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Table 2.3.--Percent of 1988 Catholic eighth graders who report taking specified humanities courses by selected student characteristics

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	73.4	23.4	3.2	16.2	12.7	19.3	65.7	2.3	92.5
Sex									
Male	70.8	26.0	3.2	17.9	12.9	18.7	65.6	2.8	91.5
Female	75.9	21.0	3.1	14.6	12.5	20.0	65.7	1.8	93.4
Race/ethnicity									
Asian	76.6	21.8	1.6	9.7	11.9	12.4	73.4	2.4	92.7
Hispanic	68.4	28.4	3.2	8.9	11.7	15.0	71.4	1.9	88.2
Black	65.6	27.3	7.2	14.0	9.5	26.5	57.3	6.7	88.0
White	75.4	22.0	2.7	17.7	13.3	19.3	65.6	1.7	93.7
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income									
Under $15,000	75.6	21.3	3.1	11.2	7.8	17.4	72.7	2.0	90.0
$15,000-$24,999	70.7	25.4	3.9	12.1	10.6	19.8	67.6	2.0	91.9
$25,000-$34,999	74.9	21.0	4.1	11.9	13.1	19.0	65.0	2.9	93.3
$35,000-$49,999	73.3	23.7	3.0	13.1	15.8	17.3	64.7	2.2	92.1
$50,000 or more	73.1	24.6	2.4	14.8	13.4	20.3	64.8	1.5	93.8
Parent education									
Less than high school	62.6	26.7	10.7	12.7	9.9	20.2	60.2	9.7	76.2
High school graduate/GED	71.1	25.7	3.2	17.0	10.6	19.7	68.7	1.1	91.2
Some college	72.2	24.2	3.6	12.4	13.2	19.4	64.9	2.5	92.1
College graduate	74.6	22.5	2.8	16.0	15.5	17.2	65.4	2.0	94.5
M.A. or equivalent	80.6	18.4	1.1	20.0	10.7	22.7	64.8	1.8	92.9
Ph.D./M.D./ other professional	77.7	22.3	0.0	27.8	13.6	19.1	65.3	1.9	97.5
Don't know	76.6	19.5	3.9	39.6	2.7	23.0	70.9	3.4	93.9
Socioeconomic status									
Lowest quartile	71.8	22.4	5.8	16.8	9.3	18.8	67.6	4.3	86.4
Second quartile	74.1	22.1	3.7	14.0	11.0	22.0	65.3	1.8	91.6
Third quartile	70.2	27.5	2.3	15.2	13.9	17.8	66.2	2.1	92.7
Highest quartile	76.2	21.1	2.7	18.4	13.8	19.0	64.9	2.3	94.4
Family composition									
Mother & father	73.8	23.2	3.0	16.9	13.3	18.6	66.0	2.1	92.9
Mother & male guardian	76.5	21.4	2.2	14.0	13.3	17.5	66.7	2.5	94.6
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	70.3	25.5	4.2	13.8	11.0	22.4	63.7	2.9	91.9
Father only	76.5	21.3	2.1	21.2	6.0	23.4	69.2	1.3	88.8
Other relative/non-relative	71.9	23.0	5.1	11.4	14.6	19.8	62.2	3.3	86.5
Limited English proficient									
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	73.4	23.5	3.1	16.3	12.6	19.5	65.6	2.3	92.7
Language minority									
Yes	70.2	26.5	3.3	17.1	8.4	14.8	73.9	2.8	87.5
No	73.8	23.0	3.1	16.1	13.2	19.9	64.6	2.2	93.1
Grades composite									
Lowest quartile	71.6	23.4	5.0	13.2	12.9	19.8	64.0	3.4	86.4
Second quartile	70.3	25.3	4.5	17.7	14.7	21.6	60.9	2.9	90.5
Third quartile	70.4	26.5	3.2	14.6	11.8	18.8	67.1	2.3	92.6
Highest quartile	78.9	19.8	1.3	17.7	12.0	18.5	68.0	1.4	96.2
History test									
Lowest quartile	71.0	23.4	5.6	17.4	11.6	24.0	59.8	4.5	84.0
Second quartile	71.3	23.5	5.2	15.4	12.0	19.5	65.3	3.2	91.1
Third quartile	70.7	26.1	3.2	16.8	12.6	18.2	66.6	2.6	93.3
Highest quartile	77.6	21.3	1.1	14.5	13.1	18.8	67.3	0.8	95.3

Table 2.3.--Percent of 1988 Catholic school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	73.4	23.4	3.2	16.2	12.7	19.3	65.7	2.3	92.5
Test composite									
Lowest quartile	65.3	26.2	8.5	18.2	13.9	18.7	60.7	6.6	82.0
Second quartile	70.6	25.4	4.0	14.7	13.8	20.5	63.3	2.4	90.3
Third quartile	72.5	25.5	2.0	15.7	11.4	19.2	67.7	1.6	93.6
Highest quartile	79.4	19.1	1.5	15.5	12.1	18.9	67.8	1.2	97.0
Reading proficiency [5]									
Below level 1	69.3	23.4	7.3	16.2	12.2	22.6	57.7	7.5	84.6
At level 1	70.3	26.1	3.6	14.9	12.1	18.6	67.3	2.0	91.3
At level 2	78.0	20.4	1.7	16.5	12.3	20.0	66.4	1.3	95.3
Math proficiency [6]									
Below level 1	68.6	25.2	6.3	24.8	13.7	21.7	60.7	3.8	84.8
At level 1	70.5	25.1	4.4	13.3	13.1	18.8	65.7	2.4	90.4
At level 2	73.6	24.6	1.9	14.2	11.1	18.5	69.3	1.1	96.1
At level 3	79.6	19.4	1.0	17.5	13.1	19.7	65.2	2.0	96.2
Math ability group									
Low	69.4	25.7	5.0	18.5	14.3	20.9	61.9	2.9	89.5
Middle	72.1	25.8	2.1	18.3	12.0	19.4	67.7	0.8	92.7
High	77.4	20.8	1.8	16.7	12.8	17.8	66.6	2.8	94.7
Not grouped	72.4	23.2	4.4	12.8	12.5	19.4	65.5	2.7	91.7
Don't know	69.3	23.8	6.9	20.8	17.4	31.2	46.5	4.9	83.9
Science ability group									
Low	59.4	37.8	2.8	15.3	16.0	15.3	66.6	2.1	85.9
Middle	71.6	24.1	4.2	19.0	14.1	17.0	66.8	2.1	90.5
High	73.0	26.0	1.0	20.0	13.5	17.2	67.2	2.1	94.6
Not grouped	75.2	21.5	3.3	14.1	11.8	20.4	65.6	2.2	93.4
Don't know	71.1	23.1	5.8	20.7	14.0	32.2	45.7	8.1	83.5
English ability group									
Low	59.8	36.1	4.1	18.3	14.4	18.6	65.7	1.3	86.7
Middle	72.1	24.5	3.4	17.5	12.7	18.9	66.0	2.4	90.2
High	76.1	22.0	1.9	19.1	10.9	19.4	66.9	2.8	94.9
Not grouped	74.3	22.3	3.4	14.4	12.6	19.4	65.9	2.1	93.5
Don't know	72.7	21.9	5.4	16.3	21.9	27.1	46.4	4.6	84.4
Social studies ability group									
Low	69.6	25.3	5.0	13.4	5.5	19.9	69.5	5.1	91.1
Middle	71.6	24.5	3.9	16.8	16.2	16.2	65.6	1.9	90.0
High	71.8	26.4	1.8	18.7	12.4	17.7	68.6	1.3	94.1
Not grouped	74.9	21.9	3.2	14.9	11.7	20.3	65.8	2.2	93.4
Don't know	72.8	22.7	4.5	24.8	18.6	27.8	44.9	8.7	80.6
Locus of control									
Lowest (external)	71.1	24.9	4.1	16.7	12.1	22.2	62.8	2.8	88.3
Middle	72.4	25.4	2.2	15.4	12.6	17.0	68.6	1.8	94.2
Highest (internal)	75.7	20.9	3.4	16.6	13.0	19.6	65.0	2.4	93.4
Self concept									
Low	75.2	22.4	2.5	15.9	12.4	20.7	64.9	2.0	92.0
Medium	74.6	22.5	2.9	16.6	13.2	19.9	65.0	2.0	93.3
High	70.9	25.1	3.9	16.2	12.5	17.8	66.9	2.8	92.2
Postsecondary education plans									
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	72.5	21.7	5.8	15.1	11.6	25.2	58.1	5.0	89.3
Vocational/technical	68.1	29.0	2.8	10.5	9.6	18.0	71.7	0.7	93.5
Attend college	72.6	24.5	2.9	14.3	9.8	21.3	67.6	1.3	88.9
Graduate college	74.4	22.5	3.2	16.0	14.1	19.0	64.6	2.2	93.0
Postgraduate/professional	73.4	23.7	2.9	18.3	12.0	18.5	66.9	2.6	93.5

Table 2.3.--Percent of 1988 Catholic school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	73.4	23.4	3.2	16.2	12.7	19.3	65.7	2.3	92.5
Geographic region									
Northeast	76.5	19.6	3.9	28.7	9.1	16.9	71.6	2.4	92.8
North central	73.8	23.9	2.3	11.4	14.7	20.7	63.4	1.2	93.0
South	75.5	21.1	3.4	12.6	15.9	23.5	56.5	4.1	91.2
West	61.4	35.4	3.2	3.2	11.3	15.7	70.7	2.3	92.2
Urbanicity									
Urban	74.3	22.5	3.2	18.4	12.5	20.6	64.5	2.5	90.7
Suburban	72.1	24.8	3.1	14.0	12.1	17.2	68.4	2.2	93.6
Rural	77.3	19.7	2.9	15.7	19.1	27.0	52.5	1.4	97.6
Total enrollment									
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	73.5	23.5	3.1	14.8	11.9	19.2	66.9	2.0	92.5
300-499	72.4	24.0	3.7	8.6	13.1	19.5	65.2	2.3	90.7
500-749	73.0	24.3	2.7	16.8	13.0	15.5	69.9	1.5	95.3
750-999	73.8	25.1	1.1	2.5	20.8	16.6	61.5	1.1	97.9
1000 +	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] English course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the English course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[3] History/Social studies course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the History/Social studies course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[4] This category includes students who reported taking separate history and social studies courses.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 2.4.--Percent of 1988 independent private school eighth graders who report taking specified humanities courses by selected student characteristics

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	85.4	13.7	0.9	87.8	33.7	20.0	44.1	2.2	22.1
Sex									
Male	84.6	14.0	1.3	85.7	31.8	20.7	45.7	1.8	24.7
Female	86.2	13.3	0.5	90.3	35.9	19.1	42.4	2.7	19.3
Race/ethnicity									
Asian	89.3	9.8	0.9	90.5	22.2	31.8	42.9	3.1	34.2
Hispanic	74.5	25.5	0.0	82.4	28.2	11.3	56.6	3.9	18.8
Black	82.2	12.9	4.9	71.0	30.1	15.1	48.8	6.0	15.3
White	85.6	13.8	0.7	89.1	35.7	19.2	43.5	1.6	20.8
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income									
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	89.2	7.0	3.8	87.8	35.0	15.3	44.5	5.2	21.0
$25,000-$34,999	83.8	14.5	1.7	85.1	25.0	27.4	45.8	1.7	28.7
$35,000-$49,999	84.7	13.4	1.9	81.8	29.1	27.4	40.6	2.9	22.0
$50,000 or more	85.0	14.3	0.6	90.4	34.6	20.3	42.8	2.2	20.0
Parent education									
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Some college	77.8	20.6	1.7	82.2	35.9	21.3	40.2	2.6	24.8
College graduate	84.6	14.3	1.1	86.4	32.0	18.5	47.5	1.9	17.4
M.A. or equivalent	86.7	12.2	1.2	89.4	33.7	22.3	40.8	3.2	22.8
Ph.D./M.D./other professional	87.4	12.4	0.2	92.2	34.0	18.7	45.8	1.5	25.5
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Socioeconomic status									
Lowest quartile	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Second quartile	Low n	Low n	Low n	Low n	41.3	22.3	30.1	6.4	26.3
Third quartile	86.4	12.3	1.3	79.2	33.5	23.7	40.3	2.5	23.7
Highest quartile	85.5	13.8	0.7	89.2	33.5	19.7	44.8	2.1	22.1
Family composition									
Mother & father	86.8	12.7	0.5	89.3	34.0	18.8	45.0	2.1	21.9
Mother & male guardian	79.4	19.6	0.9	78.6	32.0	24.5	40.4	3.1	30.0
Father & female guardian	75.8	24.2	0.0	Low n	16.2	31.6	48.8	3.5	5.8
Mother only	83.1	13.9	3.0	86.2	36.1	21.0	40.8	2.1	22.5
Father only	78.9	19.0	2.1	86.5	30.5	29.3	40.3	0.0	17.0
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient									
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	85.6	13.5	0.9	88.2	33.9	19.7	44.2	2.2	22.2
Language minority									
Yes	83.9	14.9	1.1	83.6	25.8	19.6	53.0	1.6	22.2
No	85.5	13.6	0.9	88.3	34.6	20.0	43.2	2.2	22.1
Grades composite									
Lowest quartile	85.4	12.7	1.8	67.1	36.8	16.5	45.0	1.7	28.3
Second quartile	83.5	14.3	2.1	81.4	37.4	17.1	44.0	1.5	18.2
Third quartile	84.8	14.5	0.7	88.1	37.4	17.2	42.8	2.7	22.5
Highest quartile	86.3	13.3	0.4	95.8	28.9	22.7	46.1	2.2	21.5
History test									
Lowest quartile	82.4	13.6	4.1	47.8	27.1	23.1	47.3	2.4	19.2
Second quartile	82.7	15.4	1.9	72.5	33.2	14.6	47.4	4.8	27.0
Third quartile	83.1	15.4	1.5	87.9	33.1	21.5	42.6	2.8	22.6
Highest quartile	87.4	12.3	0.3	92.7	34.2	21.0	43.3	1.5	21.2

Table 2.4 .--Percent of 1988 independent private school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	85.4	13.7	0.9	87.8	33.7	20.0	44.1	2.2	22.1
Test composite									
Lowest quartile	80.0	13.6	6.4	38.9	30.7	14.7	48.5	6.2	21.7
Second quartile	82.1	14.8	3.2	71.1	41.0	18.1	37.6	3.3	38.3
Third quartile	80.7	17.8	1.5	79.4	26.3	18.9	53.0	1.8	22.1
Highest quartile	87.5	12.2	0.3	93.7	34.8	21.5	41.7	2.0	20.2
Reading proficiency [5]									
Below level 1	85.8	12.8	1.4	64.8	29.5	28.2	38.5	3.7	16.7
At level 1	83.4	15.6	1.1	80.8	30.6	19.2	47.6	2.6	26.1
At level 2	86.6	12.6	0.8	92.1	35.1	20.7	42.2	2.0	20.8
Math proficiency [6]									
Below level 1	87.5	11.0	1.5	55.4	33.6	15.7	47.1	3.6	27.7
At level 1	75.1	20.6	4.3	70.2	30.1	14.3	51.3	4.3	34.4
At level 2	80.9	18.6	0.5	83.0	33.0	20.0	46.2	0.8	22.0
At level 3	88.7	10.9	0.4	94.3	33.2	22.9	41.8	2.2	19.3
Math ability group									
Low	81.7	15.6	2.8	80.2	28.6	17.4	52.8	1.2	35.4
Middle	82.4	17.0	0.6	87.9	33.3	16.7	47.2	2.8	18.7
High	87.4	11.9	0.7	90.9	34.2	23.3	40.6	1.8	22.5
Not grouped	89.6	9.5	0.9	84.3	40.8	17.5	38.5	3.2	20.2
Don't know	90.1	7.8	2.1	78.8	27.5	25.8	46.7	0.0	19.2
Science ability group									
Low	78.8	18.3	2.8	70.4	34.1	5.9	57.1	2.8	34.4
Middle	83.8	15.2	1.0	80.8	30.1	22.2	44.1	3.7	17.8
High	84.7	14.1	1.3	88.9	27.0	20.6	50.0	2.3	27.9
Not grouped	86.9	12.6	0.5	92.1	37.9	19.3	41.1	1.6	20.2
Don't know	87.1	11.3	1.6	82.0	42.1	21.6	36.2	0.0	17.1
English ability group									
Low	78.3	20.4	1.3	78.3	41.6	13.9	43.1	1.4	23.3
Middle	82.5	16.3	1.2	78.7	30.6	19.6	46.4	3.4	23.1
High	85.6	14.0	0.4	89.7	31.0	19.5	48.1	1.5	24.8
Not grouped	87.5	11.6	0.9	92.7	36.6	20.4	40.9	2.1	20.6
Don't know	85.6	11.9	2.5	81.4	31.2	23.4	43.4	1.9	10.8
Social studies ability group									
Low	80.4	18.0	1.6	72.0	37.8	12.6	47.9	1.6	27.8
Middle	82.1	17.0	0.9	78.4	32.9	16.5	47.8	2.8	23.9
High	85.0	13.9	1.1	87.3	26.9	20.1	51.9	1.1	25.2
Not grouped	87.0	12.2	0.8	92.6	36.9	20.9	40.5	1.6	20.1
Don't know	87.9	10.8	1.3	86.6	34.5	27.5	27.3	10.7	12.7
Locus of control									
Lowest (external)	83.8	13.7	2.5	80.0	35.7	23.7	37.5	3.1	23.2
Middle	87.8	11.3	0.9	90.1	30.5	19.9	47.0	2.7	19.4
Highest (internal)	84.6	15.2	0.3	89.1	35.3	18.7	44.6	1.5	23.9
Self concept									
Low	85.1	13.3	1.6	87.3	36.7	21.8	39.9	1.6	22.2
Medium	86.1	13.9	0.0	88.2	34.7	18.2	45.2	2.0	20.4
High	85.5	13.5	1.0	88.0	30.6	19.9	46.8	2.8	23.4
Postsecondary education plans									
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Vocational/technical	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Attend college	81.6	18.4	0.0	79.3	38.5	13.4	47.0	1.2	22.0
Graduate college	85.9	13.3	0.8	86.8	35.0	19.3	43.0	2.7	19.1
Postgraduate/professional	85.6	13.4	0.9	89.9	32.7	21.2	44.3	1.9	23.8

Table 2.4.--Percent of 1988 independent private school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	85.4	13.7	0.9	87.8	33.7	20.0	44.1	2.2	22.1
Geographic region									
Northeast	87.8	11.4	0.8	88.2	35.5	15.7	44.3	4.5	22.9
North central	86.3	12.7	0.9	92.3	32.5	18.9	48.7	0.0	7.2
South	84.0	14.9	1.1	84.3	37.9	20.3	40.5	1.3	21.1
West	81.5	17.7	0.8	94.3	20.7	24.9	53.3	1.0	35.5
Urbanicity									
Urban	87.1	12.4	0.4	89.7	33.5	20.5	44.4	1.7	18.0
Suburban	82.4	15.8	1.8	85.8	36.4	18.2	43.3	2.0	24.5
Rural	87.0	13.0	0.0	79.5	14.6	27.6	47.1	10.7	58.1
Total enrollment									
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	86.3	13.2	0.5	83.2	36.1	7.4	54.7	1.8	32.0
300-499	84.5	14.1	1.5	89.3	33.1	24.5	39.8	2.7	17.0
500-749	79.4	19.8	0.7	87.4	32.7	13.8	51.0	2.5	10.6
750-999	92.5	6.7	0.7	90.1	29.0	25.6	42.9	2.4	44.3
1000+	87.6	12.4	0.0	85.0	35.1	32.1	32.8	0.0	6.8

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] English course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the English course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[3] History/Social studies course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the History/Social studies course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[4] This category includes students who reported taking separate history and social studies courses.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 2.5.--Percent of 1988 other private school eighth graders who report taking specified humanities courses by selected student characteristics

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.2	15.0	1.8	37.0	31.1	17.4	50.2	1.3	69.1
Sex									
Male	82.7	15.1	2.2	35.6	30.8	17.3	50.1	1.8	64.6
Female	83.7	14.9	1.4	38.3	31.4	17.5	50.2	0.9	73.4
Race/ethnicity									
Asian	81.7	13.0	5.3	75.4	40.3	4.8	49.6	5.3	56.0
Hispanic	77.1	22.9	0.0	28.1	10.6	20.2	69.2	0.0	75.8
Black	91.3	5.1	3.6	47.2	25.5	22.8	48.1	3.6	82.9
White	83.3	15.1	1.7	35.3	31.9	17.7	49.3	1.1	68.8
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income									
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	84.4	15.0	0.5	20.2	26.7	26.5	46.8	0.0	60.2
$25,000-$34,999	85.7	12.6	1.7	22.9	27.2	24.6	46.3	1.9	72.4
$35,000-$49,999	76.9	22.2	0.8	32.3	35.2	14.3	49.9	0.5	76.8
$50,000 or more	87.4	10.7	1.9	45.8	37.2	14.2	47.0	1.7	61.3
Parent education									
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	84.7	13.9	1.4	16.1	32.5	17.2	48.1	2.2	69.9
Some college	80.7	15.8	3.5	20.3	31.5	19.2	47.0	2.3	71.1
College graduate	78.9	19.8	1.3	39.6	35.0	10.8	53.5	0.8	68.9
M.A. or equivalent	86.6	11.9	1.5	54.9	27.6	20.8	50.8	0.8	68.7
Ph.D./M.D./other professional	91.5	8.5	0.0	62.5	27.9	20.1	52.1	0.0	65.5
Don't know	76.2	23.8	0.0	52.6	19.5	25.2	53.4	1.8	66.9
Socioeconomic status									
Lowest quartile	83.2	10.8	6.0	18.8	18.3	28.9	51.2	1.5	69.7
Second quartile	81.5	15.1	3.4	16.0	30.8	16.2	49.6	3.4	74.3
Third quartile	78.0	20.6	1.4	28.9	32.4	19.3	47.0	1.4	69.5
Highest quartile	86.0	12.6	1.3	47.7	31.6	15.9	51.7	0.8	67.6
Family composition									
Mother & father	85.1	13.7	1.1	37.0	33.2	16.0	49.9	0.9	68.9
Mother & male guardian	80.6	14.1	5.3	28.2	24.7	23.6	48.1	3.5	67.4
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	71.0	24.8	4.2	39.2	25.8	24.5	48.5	1.2	77.5
Father only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient									
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	83.2	14.9	1.8	37.0	31.2	17.3	50.1	1.4	68.9
Language minority									
Yes	65.3	28.6	6.1	46.8	19.7	12.6	61.6	6.1	81.9
No	84.2	14.2	1.6	36.5	31.8	17.7	49.5	1.1	68.4
Grades composite									
Lowest quartile	74.7	23.5	1.8	29.4	38.7	11.9	48.1	1.3	61.3
Second quartile	82.3	14.7	3.0	34.3	35.7	14.3	47.0	2.9	65.1
Third quartile	83.4	13.4	3.2	39.5	28.7	22.9	46.3	2.1	67.7
Highest quartile	86.1	13.2	0.6	39.1	28.6	17.6	53.5	0.3	73.8
History test									
Lowest quartile	76.1	20.2	3.7	28.6	35.0	12.6	48.5	3.9	61.4
Second quartile	81.2	14.6	4.2	26.1	36.3	21.4	40.2	2.1	69.6
Third quartile	85.2	13.4	1.4	39.2	30.5	16.0	52.4	1.1	66.4
Highest quartile	84.8	14.9	0.3	46.1	29.1	14.9	55.7	0.3	71.4

Table 2.5 .--Percent of 1988 other private school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.2	15.0	1.8	37.0	31.1	17.4	50.2	1.3	69.1
Test composite									
Lowest quartile	71.8	24.6	3.6	22.8	29.4	19.2	47.8	3.6	59.4
Second quartile	79.1	17.4	3.5	25.2	32.1	21.6	43.2	3.1	57.6
Third quartile	83.1	14.9	1.9	35.7	32.5	14.6	51.6	1.2	70.5
Highest quartile	87.1	12.2	0.8	47.2	31.2	14.6	54.0	0.3	73.3
Reading proficiency [5]									
Below level 1	76.4	18.1	5.5	33.7	30.2	13.4	51.9	4.6	60.0
At level 1	83.1	15.4	1.5	34.0	35.4	19.6	44.2	0.9	62.9
At level 2	84.8	14.3	0.8	41.7	29.4	13.6	56.1	0.9	74.5
Math proficiency [6]									
Below level 1	76.8	18.0	5.2	31.1	17.9	23.3	55.1	3.8	60.1
At level 1	76.1	20.9	3.0	26.4	29.4	21.9	46.7	2.0	68.8
At level 2	91.0	7.8	1.2	31.5	40.4	10.3	48.8	0.5	70.9
At level 3	84.4	15.1	0.5	56.5	30.0	14.1	55.2	0.7	71.8
Math ability group									
Low	71.8	24.2	4.0	57.3	20.1	22.8	53.0	4.0	67.6
Middle	77.5	19.2	3.2	36.7	24.3	21.7	52.3	1.7	74.7
High	86.4	13.1	0.6	46.7	27.1	18.3	54.2	0.4	72.3
Not grouped	88.1	10.6	1.2	21.8	45.2	10.6	43.1	1.2	61.5
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Science ability group									
Low	78.2	17.6	4.2	Low n	31.5	12.4	53.3	2.8	Low n
Middle	79.8	17.3	2.9	35.8	28.4	18.1	50.7	2.8	68.8
High	81.5	17.0	1.5	53.0	20.8	17.2	62.1	0.0	72.2
Not grouped	85.7	13.0	1.3	32.2	35.2	18.1	45.8	1.0	68.7
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
English ability group									
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	82.3	14.4	3.3	30.9	28.7	23.4	45.6	2.3	69.5
High	83.9	15.7	0.4	42.9	21.0	20.5	58.5	0.0	74.9
Not grouped	84.0	14.8	1.3	38.1	35.1	14.3	49.6	1.0	68.2
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Social studies ability group									
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	84.6	11.6	3.7	31.5	28.6	19.4	49.5	2.4	66.3
High	82.8	16.3	1.0	41.5	23.9	21.1	55.1	0.0	75.0
Not grouped	83.6	15.3	1.1	38.8	33.2	16.6	49.3	0.9	69.4
Don't know	75.3	21.2	3.5	Low n	37.4	12.4	46.7	3.5	52.0
Locus of control									
Lowest (external)	81.6	14.9	3.5	33.6	38.1	16.2	43.4	2.3	61.0
Middle	82.0	16.1	1.9	34.1	30.0	13.1	55.1	1.8	66.7
Highest (internal)	84.6	14.5	1.0	40.5	28.5	20.9	50.1	0.6	74.4
Self concept									
Low	83.8	14.9	1.4	33.0	35.8	15.5	47.1	1.6	64.2
Medium	84.3	14.7	1.0	35.8	29.3	21.7	48.4	0.7	69.1
High	81.8	15.4	2.8	41.2	28.3	16.4	53.8	1.5	73.2
Postsecondary education plans									
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	77.6	12.2	10.2	Low n	25.9	8.0	55.5	10.7	66.0
Vocational/technical	82.6	12.8	4.6	14.8	36.0	8.4	53.0	2.6	73.3
Attend college	77.3	20.0	2.7	23.9	37.2	16.1	45.1	1.5	67.9
Graduate college	83.9	14.3	1.7	32.7	31.2	20.5	46.9	1.4	72.0
Postgraduate/professional	84.7	14.7	0.7	51.0	29.4	15.1	55.3	0.2	65.3

Table 2.5 .--Percent of 1988 other private school eighth graders who report taking specified humanities courses by selected student characteristics--Continued

Student characteristics [1]	English [2]			Foreign language	History/social studies [3]				Religion
	Regular English	Remedial English	No English		History only	Social studies only	History & social studies [4]	No history/ social studies	
1	2	3	4	5	6	7	8	9	10
Total	83.2	15.0	1.8	37.0	31.1	17.4	50.2	1.3	69.1
Geographic region									
Northeast	72.2	27.0	0.8	81.6	10.7	7.5	81.3	0.5	88.7
North central	89.4	10.2	0.3	23.8	30.9	14.3	54.8	0.0	76.0
South central	85.0	12.3	2.6	27.6	42.6	16.7	38.4	2.2	52.3
West	79.4	17.7	2.9	40.2	24.9	28.1	45.0	1.9	76.5
Urbanicity									
Urban	80.5	18.4	1.1	43.1	23.5	26.8	49.1	0.6	70.2
Suburban	82.7	15.3	2.0	37.6	33.2	7.6	57.7	1.5	83.1
Rural	91.8	4.7	3.5	18.2	47.3	15.0	34.8	2.9	32.0
Total enrollment									
1-99	81.4	13.9	4.7	5.2	27.1	18.4	53.3	1.2	87.1
100-299	82.4	15.5	2.1	24.5	30.7	12.1	54.6	2.5	76.3
300-499	82.4	16.4	1.2	37.9	28.6	29.1	41.7	0.7	70.9
500-749	86.9	11.8	1.3	50.2	41.2	13.3	45.1	0.4	57.9
750-999	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
1000 + ...	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] A description of each classification variable can be found in the "Variables Used" section following the tables.

[2] English course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the English course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[3] History/Social studies course-taking categories were created to be mutually exclusive and exhaustive. A complete description of the History/Social studies course-taking categories and their method of creation is in the "Variables Used" section following the tables.

[4] This category includes students who reported taking separate history and social studies courses.

[5] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[6] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n". Because of rounding error, details may not always add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 3.1.--Percent of 1988 eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	44.7	47.9	10.2	31.0	4.2	31.7	13.6	84.8	18.0	6.6
Sex										
Male	47.1	43.5	9.6	26.7	5.6	40.3	13.6	85.3	19.4	7.1
Female	42.5	52.1	10.9	35.1	2.8	23.4	13.6	84.3	16.6	6.1
Race/ethnicity										
Asian	42.5	44.2	13.4	26.6	4.3	30.0	17.4	84.8	18.9	7.3
Hispanic	37.1	33.4	11.9	23.8	5.8	26.2	16.5	76.2	18.6	7.4
Black	37.9	43.0	10.1	27.1	6.2	25.5	17.0	82.7	21.8	9.9
White	46.9	50.9	9.8	32.8	3.5	33.6	12.3	86.7	17.1	5.8
Native American	44.9	42.2	13.3	33.1	9.1	31.5	14.6	75.7	24.1	10.0
Family income										
Under $15,000	42.4	41.5	8.6	31.1	6.2	29.6	14.9	79.1	17.9	8.6
$15,000-$24,999	41.7	45.8	8.4	32.1	4.9	31.8	13.7	83.5	16.4	6.2
$25,000-$34,999	44.7	49.8	9.2	31.1	4.5	32.8	13.0	84.8	17.3	5.8
$35,000-$49,999	47.8	51.1	10.8	32.5	3.2	33.0	12.5	87.3	17.6	6.1
$50,000 or more	46.3	51.9	12.8	30.6	1.9	31.8	13.0	89.4	20.1	5.7
Parent education										
Less than high school	40.5	38.5	8.6	29.4	6.2	30.7	15.0	77.3	18.2	8.8
High school graduate/GED	45.5	46.5	7.8	32.4	5.6	33.9	13.3	84.1	17.1	6.2
Some college	43.6	47.4	9.7	31.3	4.4	31.4	13.6	84.1	18.0	6.6
College graduate	46.9	51.7	12.0	30.4	2.4	31.6	12.4	88.4	17.6	5.9
M.A. or equivalent	47.6	55.8	14.3	31.2	1.7	31.8	14.4	89.9	18.6	6.2
Ph.D./M.D./ other professional	50.1	55.5	17.2	28.3	1.1	28.1	14.7	90.8	22.4	5.0
Don't know	40.2	42.9	8.9	26.4	5.1	30.5	10.4	82.7	14.5	6.9
Socioeconomic status										
Lowest quartile	42.0	41.1	8.2	31.7	6.4	32.2	14.5	79.3	17.3	8.0
Second quartile	44.9	47.8	9.2	32.5	5.3	32.1	13.7	84.2	17.7	6.4
Third quartile	44.5	48.8	9.8	29.5	3.5	31.4	12.9	85.9	17.3	6.2
Highest quartile	47.2	53.6	13.5	30.5	1.7	31.3	13.2	89.5	19.5	5.6
Family composition										
Mother & father	46.1	50.5	10.3	31.3	3.9	32.0	13.5	85.7	17.8	6.2
Mother & male guardian	43.7	43.4	10.5	31.3	4.6	30.9	13.3	83.1	18.8	7.4
Father & female guardian	38.8	39.0	10.7	30.5	4.1	36.0	11.5	84.1	13.5	3.8
Mother only	41.8	44.5	9.1	30.6	4.4	30.2	14.0	83.7	18.9	7.6
Father only	44.7	41.0	13.0	29.5	5.5	33.7	11.8	86.3	18.6	6.9
Other relative/non-relative	39.0	41.0	10.6	27.9	5.9	34.3	17.6	78.2	17.8	8.2
Limited English proficient										
Yes	44.3	37.6	11.8	30.9	10.2	32.0	21.9	73.1	18.0	12.7
No	44.8	48.2	10.2	31.1	4.1	31.8	13.4	85.1	18.0	6.5
Language minority										
Yes	39.7	36.6	11.1	26.0	6.0	28.0	17.5	77.8	19.2	8.0
No	45.4	49.4	10.1	31.6	4.0	32.2	13.1	85.7	17.8	6.4
Grades composite										
Lowest quartile	44.0	40.7	8.7	32.8	5.5	35.2	14.5	81.0	17.9	6.7
Second quartile	44.3	46.1	9.5	31.7	4.9	33.0	14.1	84.3	18.4	7.5
Third quartile	45.3	49.2	10.6	30.4	3.7	30.6	12.7	85.3	17.9	6.5
Highest quartile	45.1	54.2	11.6	29.6	2.8	28.8	13.0	88.2	17.6	5.6
Test composite										
Lowest quartile	41.7	39.3	10.2	31.6	8.6	33.2	16.8	76.5	20.1	9.9
Second quartile	43.1	45.2	8.6	30.6	4.5	30.6	12.9	83.0	16.3	6.6
Third quartile	47.0	50.2	9.6	30.0	2.6	30.9	12.6	87.5	17.6	5.1
Highest quartile	46.6	56.2	12.2	30.7	1.6	31.2	12.0	90.6	16.7	4.9

Table 3.1.--Percent of 1988 eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	44.7	47.9	10.2	31.0	4.2	31.7	13.6	84.8	18.0	6.6
Reading proficiency [3]										
Below level 1	43.9	42.5	11.3	33.6	9.6	35.1	17.6	78.8	21.9	10.2
At level 1	43.9	46.1	9.2	30.9	4.2	31.2	13.4	83.6	17.1	6.9
At level 2	46.6	53.3	11.1	29.6	2.1	30.5	11.9	88.7	16.6	4.8
Math proficiency [4]										
Below level 1	45.2	43.1	11.0	33.5	8.1	33.5	17.0	77.0	20.0	9.7
At level 1	42.4	45.4	9.1	30.2	4.3	30.7	12.6	83.1	16.6	6.2
At level 2	48.6	51.0	9.4	30.2	3.1	31.1	12.7	87.5	17.3	5.9
At level 3	46.2	55.0	12.1	30.0	1.7	32.1	13.0	91.4	17.8	5.1
Math ability group										
Low	46.5	41.4	10.5	32.6	4.9	32.7	16.1	79.7	19.2	7.4
Middle	44.4	46.3	10.7	33.3	4.6	34.7	13.8	84.5	18.8	7.1
High	44.1	51.3	11.5	30.3	3.7	31.7	13.8	88.3	18.5	6.5
Not grouped	47.3	51.1	7.2	25.7	3.4	23.8	12.3	83.8	14.7	5.3
Don't know	40.9	40.5	6.3	29.9	4.8	29.1	10.3	76.5	15.7	4.6
Science ability group										
Low	45.3	39.7	10.7	32.9	7.9	37.6	16.9	78.8	21.2	9.1
Middle	43.1	44.5	10.2	33.4	4.7	35.3	14.1	83.8	18.1	6.9
High	44.8	50.8	11.2	30.2	3.9	33.4	13.9	87.3	19.3	7.2
Not grouped	47.9	53.3	9.2	27.6	3.0	25.2	12.0	86.4	16.4	5.3
Don't know	41.0	41.9	9.1	31.6	4.3	27.7	12.3	79.4	16.7	5.2
English ability group										
Low	46.5	41.0	10.4	33.4	7.6	36.9	15.6	80.2	21.2	9.0
Middle	44.1	44.3	10.0	33.0	4.4	35.8	14.3	83.9	18.0	6.9
High	43.1	51.6	12.0	30.7	3.8	30.3	13.9	87.0	18.8	7.1
Not grouped	47.6	52.5	8.9	27.2	3.2	25.6	11.8	86.4	16.3	5.0
Don't know	41.9	42.7	7.4	30.6	4.5	29.6	11.8	78.4	16.8	4.7
Social studies ability group										
Low	46.6	41.7	9.9	33.2	7.4	35.6	16.8	78.5	22.0	8.8
Middle	43.0	44.2	10.2	33.6	4.3	35.1	14.4	83.8	18.6	6.8
High	45.5	51.0	11.6	30.4	4.4	34.0	14.3	87.0	18.8	7.5
Not grouped	47.1	53.0	9.6	28.2	2.9	25.5	11.7	86.7	16.4	5.2
Don't know	39.9	41.5	7.8	28.8	5.1	28.5	11.9	79.8	15.1	5.5
Locus of control										
Lowest (external)	42.6	43.7	10.3	31.6	6.1	32.0	14.9	81.3	18.6	8.0
Middle	46.1	48.3	9.8	31.1	3.3	32.4	12.8	85.5	17.0	5.8
Highest (internal)	45.4	51.4	10.5	30.2	3.2	30.9	12.9	87.4	18.2	5.9
Self concept										
Low	44.3	47.5	10.0	33.3	3.7	31.6	13.4	83.9	16.8	6.1
Medium	44.7	48.9	10.1	31.3	4.2	31.7	13.1	85.2	17.9	6.6
High	45.2	47.6	10.5	28.3	4.7	31.9	14.0	85.5	19.3	7.0
Postsecondary education plans										
Won't finish high school	42.5	40.0	12.0	29.4	12.3	38.4	16.8	76.9	19.6	9.5
High school only	41.7	37.9	7.3	30.4	6.1	36.1	12.3	77.7	17.0	6.8
Vocational/technical	45.6	43.7	9.0	33.1	5.7	37.1	14.1	82.9	17.2	8.1
Attend college	43.9	41.6	7.6	31.2	4.6	30.9	13.9	82.9	18.7	6.6
Graduate college	45.3	50.3	9.9	31.4	3.4	31.2	13.0	86.6	17.1	5.7
Postgraduate/professional	45.1	53.3	13.9	29.7	3.6	28.7	14.6	86.9	19.6	7.2

Table 3.1.--Percent of 1988 eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	44.7	47.9	10.2	31.0	4.2	31.7	13.6	84.8	18.0	6.6
Geographic region										
Northeast	65.1	65.3	8.1	48.6	2.8	52.3	9.1	93.6	25.0	7.3
North central	52.5	56.9	10.3	36.1	4.6	34.8	13.7	86.9	19.6	5.9
South	34.4	39.4	9.7	21.0	5.0	19.9	14.1	78.6	13.1	7.1
West	32.1	33.3	13.2	24.3	3.5	28.2	16.9	84.2	17.5	5.7
Urbanicity										
Urban	45.6	47.2	12.5	22.3	4.0	26.5	14.8	85.0	19.6	7.6
Suburban	45.5	46.6	10.1	34.1	3.1	34.8	13.3	85.9	18.7	6.2
Rural	43.0	50.4	8.7	33.6	5.8	31.7	12.9	83.2	15.6	6.3
School type										
Public	41.3	45.4	9.8	34.3	4.5	35.5	14.1	83.7	18.2	6.7
Catholic	79.8	71.3	8.8	5.4	2.7	3.6	8.3	93.9	17.2	6.0
Independent private	70.7	65.2	33.8	2.8	1.0	9.7	10.3	90.9	24.7	2.0
Other private	43.9	52.5	16.8	14.1	1.5	8.1	11.7	90.7	11.0	4.6
Total enrollment										
1-99	70.2	51.6	8.7	21.7	11.4	9.0	10.5	86.9	21.2	3.0
100-299	53.5	59.1	9.2	21.0	3.3	23.8	12.3	89.1	18.9	6.2
300-499	51.8	53.9	8.4	34.8	4.7	30.5	12.8	86.0	20.9	6.2
500-749	43.5	48.2	11.3	32.5	4.0	33.9	12.9	83.7	17.3	7.0
750-999	38.4	41.8	11.1	33.8	4.5	35.6	15.8	82.9	16.2	7.3
1000 +	35.8	36.3	10.6	29.3	3.7	33.6	14.9	83.5	16.7	6.1

[1] Course-taking variables used in this table come directly from the student questionnaire. Details are reported in the "Variables Used" section following the tables.

[2] A description of each classification variable can be found in the "Variables Used" section following the tables.

[3] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[4] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 3.2.--Percent of 1988 public school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]

Student Characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	41.3	45.4	9.8	34.3	4.5	35.5	14.1	83.7	18.2	6.7
Sex										
Male	44.2	40.9	9.1	29.5	6.0	45.0	14.0	84.4	19.7	7.3
Female	38.5	49.8	10.4	38.9	3.0	26.2	14.3	83.0	16.9	6.2
Race/ethnicity										
Asian	36.4	40.7	11.9	30.3	4.8	34.7	19.1	83.0	19.3	7.8
Hispanic	33.1	30.7	12.1	25.8	5.9	28.7	17.0	74.6	19.3	7.7
Black	34.9	40.3	9.8	28.6	6.2	27.0	17.2	81.9	21.8	10.0
White	43.7	48.7	9.3	36.6	3.8	38.0	12.9	85.7	17.2	5.9
Native American	42.6	39.1	14.3	35.7	9.1	33.8	14.6	75.0	26.1	9.9
Family income										
Under $15,000	40.6	40.0	8.6	32.3	6.2	30.8	15.1	78.7	18.1	8.5
$15,000-$24,999	39.1	43.9	8.2	33.8	5.1	33.6	13.9	82.7	16.5	6.3
$25,000-$34,999	40.7	46.8	9.3	34.0	4.8	36.2	13.5	83.9	17.6	5.9
$35,000-$49,999	43.5	48.5	10.6	36.6	3.6	37.8	13.2	86.2	17.9	6.4
$50,000 or more	42.9	50.8	11.7	36.1	2.0	38.3	13.7	88.5	20.6	5.9
Parent education										
Less than high school	39.5	37.6	8.5	30.0	6.1	31.3	15.2	77.1	18.3	8.8
High school graduate/GED	42.8	44.0	7.9	34.7	5.8	36.4	13.8	83.3	17.2	6.2
Some college	40.1	44.8	9.7	34.1	4.6	34.6	13.9	83.2	18.2	6.7
College graduate	42.4	50.4	11.4	36.2	2.7	38.1	13.3	87.2	18.1	6.3
M.A. or equivalent	44.4	55.1	12.8	36.5	2.0	38.0	15.8	88.8	19.0	6.7
Ph.D./M.D./ other professional	45.0	51.1	14.9	37.4	1.2	37.6	16.9	89.6	24.2	6.2
Don't know	33.7	35.2	8.5	30.8	5.5	36.4	11.7	80.7	15.5	7.8
Socioeconomic status										
Lowest quartile	40.4	39.7	8.1	32.7	6.4	33.2	14.8	78.9	17.5	8.0
Second quartile	41.5	44.8	9.4	35.1	5.6	35.0	14.0	83.4	17.7	6.5
Third quartile	40.5	46.0	9.7	32.8	3.6	35.5	13.3	84.8	17.8	6.2
Highest percentile	43.0	52.1	12.3	36.8	1.8	38.6	14.5	88.4	20.2	6.2
Family composition										
Mother & father	42.3	48.1	9.8	35.4	4.3	36.5	14.2	84.5	18.2	6.4
Mother & male guardian	41.8	41.6	10.1	32.8	4.7	32.8	13.5	82.4	18.6	7.4
Father & female guardian	37.1	37.4	10.9	31.6	4.3	37.6	11.6	83.5	13.6	3.8
Mother only	38.4	42.1	8.8	33.0	4.6	32.7	14.4	82.5	19.0	7.8
Father only	41.0	38.1	12.9	31.9	5.6	36.2	12.7	85.3	18.6	6.7
Other relative/non-relative	36.8	38.5	10.6	29.0	5.8	36.3	17.9	78.3	17.8	8.5
Limited English proficient										
Yes	42.7	36.2	11.5	31.8	10.4	32.5	22.4	72.5	18.2	13.0
No	41.3	45.7	9.8	34.4	4.3	35.6	14.0	84.0	18.3	6.6
Language minority										
Yes	35.7	33.8	10.6	28.1	6.2	30.5	18.6	76.2	19.5	8.4
No	42.1	47.0	9.7	35.1	4.2	36.1	13.6	84.7	18.1	6.5
Grades composite										
Lowest quartile	42.0	39.0	8.8	34.6	5.7	37.5	15.0	80.4	18.2	6.9
Second quartile	41.3	43.6	9.2	34.6	5.2	36.4	14.5	83.4	18.5	7.7
Third quartile	41.3	46.5	10.3	34.2	4.0	34.8	13.2	83.9	18.0	6.7
Highest quartile	40.8	51.9	10.7	33.9	3.0	33.2	13.9	87.0	18.0	5.8
Test composite										
Lowest quartile	39.8	37.7	10.2	33.2	8.8	34.8	17.2	75.8	20.2	10.1
Second quartile	40.2	42.3	8.5	32.9	4.6	33.4	13.0	82.1	16.6	6.6
Third quartile	43.3	47.7	9.4	33.8	2.8	35.5	12.8	86.8	17.8	5.0
Highest quartile	41.7	54.2	11.0	36.2	1.7	37.1	13.2	89.5	16.9	5.2

Table 3.2.--Percent of 1988 public school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	41.3	45.4	9.8	34.3	4.5	35.5	14.1	83.7	18.2	6.7
Reading proficiency [3]										
Below level 1	41.6	40.7	11.4	35.6	9.9	37.1	18.0	77.9	22.2	10.5
At level 1	41.0	43.9	8.9	33.5	4.4	34.2	13.7	82.7	17.3	6.9
At level 2	41.8	50.5	10.3	34.5	2.3	36.0	12.8	87.5	16.8	5.0
Math proficiency [4]										
Below level 1	42.8	41.0	11.2	35.4	8.3	35.6	17.5	76.1	20.2	10.0
At level 1	39.2	42.8	8.8	32.9	4.5	33.7	13.0	82.1	17.1	6.3
At level 2	44.3	48.2	8.9	34.5	3.4	35.9	13.2	86.5	17.1	5.9
At level 3	42.1	53.6	10.8	34.8	1.9	37.8	14.0	90.5	18.0	5.4
Math ability group										
Low	42.9	39.2	10.3	35.9	5.3	36.5	17.6	78.4	19.5	8.0
Middle	42.1	44.5	10.2	35.5	4.7	37.3	13.9	83.7	18.9	7.3
High	41.0	49.6	10.7	33.5	4.0	35.4	14.6	87.3	18.8	6.7
Not grouped	39.3	44.7	7.2	32.3	3.9	30.5	13.7	81.6	15.0	5.2
Don't know	39.0	38.9	5.9	31.6	4.8	30.9	10.0	75.5	15.9	4.4
Science ability group										
Low	43.1	38.5	10.3	35.3	8.4	40.6	18.1	77.9	21.1	9.3
Middle	41.1	43.0	9.9	35.0	4.8	37.3	14.4	83.4	18.2	7.0
High	42.6	49.6	10.4	32.5	4.0	35.9	14.3	86.6	19.4	7.4
Not grouped	40.5	48.5	8.6	34.7	3.5	32.4	13.0	84.0	16.8	5.3
Don't know	39.4	40.6	8.8	33.0	4.3	29.0	12.3	78.5	16.8	5.1
English ability group										
Low	44.5	39.3	10.2	35.8	8.0	39.4	15.6	80.0	21.6	9.3
Middle	41.9	42.2	9.7	34.8	4.4	37.9	14.5	83.4	18.0	7.0
High	40.6	49.8	11.3	33.0	4.0	32.8	14.4	86.2	19.0	7.2
Not grouped	40.0	48.9	8.0	34.8	3.9	33.7	13.2	83.7	16.8	5.1
Don't know	40.3	41.5	7.2	32.0	4.5	31.1	11.7	77.6	17.0	4.7
Social studies ability group										
Low	45.1	40.9	9.6	34.8	7.6	37.6	17.1	77.6	22.5	9.2
Middle	41.1	42.5	10.0	35.3	4.3	37.1	14.6	83.4	18.6	6.9
High	43.1	49.6	11.0	32.8	4.6	36.7	14.8	86.3	19.1	7.7
Not grouped	39.9	48.8	8.7	35.1	3.5	32.6	12.7	84.4	16.6	5.2
Don't know	38.3	40.3	7.4	30.0	5.1	29.8	11.9	79.1	15.0	5.4
Locus of control										
Lowest (external)	39.9	41.5	10.2	33.8	6.3	34.5	15.4	80.5	18.9	8.2
Middle	42.4	45.7	9.5	34.6	3.5	36.4	13.6	84.3	17.2	5.9
Highest (internal)	41.6	49.0	9.7	34.4	3.5	35.5	13.3	86.3	18.6	6.0
Self concept										
Low	41.2	45.0	10.1	36.4	3.8	35.0	13.9	82.9	17.1	6.3
Medium	40.9	46.3	9.4	34.5	4.6	35.4	13.6	84.0	18.2	6.7
High	41.7	45.2	9.7	31.7	5.0	36.0	14.7	84.3	19.4	7.2
Postsecondary education plans										
Won't finish high school	41.6	38.6	12.3	29.8	12.6	39.2	16.9	76.5	20.0	9.5
High school only	39.9	36.2	7.3	31.4	6.3	37.5	12.4	77.2	17.1	6.9
Vocational/technical	43.5	41.7	9.1	34.7	5.8	38.9	14.2	82.5	17.4	8.1
Attend college	40.9	38.8	7.6	33.7	4.7	33.7	14.7	82.0	19.2	6.9
Graduate college	41.7	48.2	9.7	35.0	3.6	35.3	13.5	85.6	17.3	5.8
Postgraduate/professional	40.4	50.7	12.8	34.7	3.9	33.9	15.7	85.4	20.2	7.6
Geographic region										
Northeast	63.3	64.3	7.3	57.2	2.9	61.5	10.0	93.9	27.4	7.7
North central	47.3	52.4	9.9	40.3	5.0	39.5	14.5	85.6	19.7	6.0
South	32.4	38.3	9.6	22.8	5.4	21.7	14.6	77.4	12.7	7.4
West	29.4	31.7	12.4	26.1	3.6	30.8	16.8	83.0	17.9	5.8

Table 3.2.--Percent of 1988 public school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	41.3	45.4	9.8	34.3	4.5	35.5	14.1	83.7	18.2	6.7
Urbanicity										
Urban	36.5	40.2	11.5	26.9	4.4	32.6	16.1	82.5	20.8	8.3
Suburban	42.6	44.1	9.9	38.0	3.3	39.2	14.0	84.7	18.9	6.3
Rural	42.7	50.3	8.6	34.2	5.9	32.5	13.1	83.1	15.9	6.4
Total enrollment										
1-99	67.7	54.8	10.4	39.0	16.5	14.6	6.5	90.0	12.1	3.1
100-299	45.6	54.1	6.9	27.6	4.0	33.6	15.1	86.5	18.7	6.0
300-499	47.2	52.2	8.1	40.5	5.3	36.0	13.2	84.8	22.5	6.6
500-749	41.0	46.3	10.5	34.6	4.2	36.3	12.9	82.9	17.5	7.1
750-999	37.9	41.4	11.0	34.6	4.6	36.5	16.1	82.5	16.4	7.3
1000 +	35.9	36.4	10.5	29.5	3.7	33.8	15.0	83.4	16.8	6.1

[1] Course-taking variables used in this table come directly from the student questionnaire. Details are reported in the "Variables Used" section following the tables.

[2] A description of each classification variable can be found in the "Variables Used" section following the tables.

[3] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[4] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 3.3.--Percent of 1988 Catholic school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	79.8	71.3	8.8	5.4	2.7	3.6	8.3	93.9	17.2	6.0
Sex										
Male	76.9	67.0	8.6	5.7	3.4	4.2	8.9	93.8	17.9	6.2
Female	82.5	75.4	8.9	5.1	2.1	3.1	7.8	94.1	16.5	5.8
Race/ethnicity										
Asian	78.9	59.5	14.7	3.8	2.1	2.8	8.6	92.7	13.8	6.4
Hispanic	77.6	57.6	7.7	4.4	4.1	0.9	8.3	92.3	9.8	3.5
Black	71.9	74.2	12.6	3.1	6.5	3.2	16.7	93.3	20.5	9.8
White	81.2	73.7	8.2	6.0	2.0	4.0	7.2	94.6	18.0	5.8
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income										
Under $15,000	86.0	79.2	7.5	4.9	5.3	3.3	9.3	89.5	14.1	9.1
$15,000-$24,999	83.6	75.2	8.8	6.6	1.9	7.4	11.6	94.3	16.5	4.5
$25,000-$34,999	83.8	75.9	6.4	5.5	2.7	5.5	9.0	92.7	16.4	6.4
$35,000-$49,999	81.6	70.4	9.8	5.1	1.1	3.3	8.4	95.3	18.4	5.0
$50,000 or more	75.0	61.3	7.6	6.2	2.6	2.1	7.3	95.5	20.1	6.5
Parent education										
Less than high school	75.5	70.2	9.3	5.5	3.5	4.6	3.9	84.5	11.9	4.9
High school graduate/GED	85.5	78.7	6.5	6.1	3.3	5.4	8.7	94.5	18.7	7.1
Some college	81.8	73.9	8.5	5.0	3.1	4.1	9.3	93.1	16.7	7.2
College graduate	75.9	62.1	8.2	5.1	2.3	2.3	8.1	95.0	16.6	4.7
M.A. or equivalent	73.3	61.0	13.5	7.8	1.2	2.3	5.2	97.6	20.4	3.9
Ph.D./M.D./ other professional	78.0	75.0	10.6	5.3	2.4	2.1	9.3	93.4	20.1	4.2
Don't know	73.7	86.3	10.3	0.9	2.4	1.9	4.1	92.8	7.0	3.5
Socioeconomic status										
Lowest quartile	85.9	78.7	9.1	4.6	5.9	6.2	8.8	88.2	14.8	6.9
Second quartile	82.1	77.5	7.7	5.9	2.8	5.0	9.8	94.4	20.5	6.5
Third quartile	83.2	72.5	8.6	4.4	2.5	3.8	8.4	94.0	14.3	7.3
Highest quartile	73.6	64.0	9.5	6.0	2.0	1.8	7.1	95.1	17.9	4.3
Family composition										
Mother & father	79.4	70.3	8.3	5.2	2.4	3.8	8.3	94.3	16.9	5.9
Mother & male guardian	82.2	73.0	10.2	4.4	5.4	3.3	10.4	93.5	27.2	7.5
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	80.5	73.3	7.2	4.9	2.3	3.0	8.3	93.6	15.0	5.4
Father only	81.6	69.8	8.4	4.6	5.7	6.0	3.0	95.9	15.4	11.7
Other relative/non-relative	80.1	88.1	7.2	2.3	7.0	1.4	11.2	85.0	16.3	2.8
Limited English proficient										
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	79.7	71.3	8.8	5.4	2.7	3.6	8.3	94.0	17.1	6.0
Language minority										
Yes	79.4	62.4	10.4	5.1	4.1	2.8	5.5	91.5	14.5	5.8
No	79.9	72.5	8.6	5.4	2.6	3.7	8.7	94.2	17.5	6.0
Grades composite										
Lowest quartile	79.4	67.8	4.5	6.4	3.5	4.6	9.7	88.7	13.5	5.3
Second quartile	78.9	72.3	8.5	4.8	3.7	4.6	11.1	93.7	19.6	6.5
Third quartile	79.8	72.6	7.7	4.9	2.5	2.5	8.1	94.7	18.1	6.4
Highest quartile	80.7	71.1	11.6	5.7	2.0	3.5	6.1	95.7	16.5	5.7
Test composite										
Lowest quartile	79.1	68.8	9.4	5.8	6.4	6.5	8.3	87.3	17.6	6.4
Second quartile	80.2	74.8	7.3	5.3	3.8	4.9	10.0	91.9	15.4	7.0
Third quartile	81.0	71.9	8.1	5.8	1.5	2.8	9.6	94.2	16.7	6.1
Highest quartile	80.1	69.7	10.4	5.0	1.4	2.3	6.0	97.5	17.3	4.4

Table 3.3.--Percent of 1988 Catholic school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	79.8	71.3	8.8	5.4	2.7	3.6	8.3	93.9	17.2	6.0
Reading proficiency [3]										
At level 1	83.0	72.0	9.3	5.0	5.9	8.4	10.6	87.4	15.6	8.8
At level 1	80.3	71.4	9.2	6.5	2.7	4.1	9.4	93.0	15.9	6.8
At level 2	81.1	71.9	8.6	4.4	1.9	2.2	6.3	96.1	18.0	4.2
Math proficiency [4]										
Below level 1	81.0	74.2	7.0	8.5	6.0	6.4	8.2	89.7	16.6	6.4
At level 1	80.8	73.9	8.2	4.0	2.8	3.9	7.6	91.9	13.6	5.3
At level 2	83.4	72.0	9.3	5.0	2.1	3.2	10.4	95.6	20.1	6.8
At level 3	75.5	65.1	10.3	6.0	1.2	1.6	6.2	98.3	18.3	4.6
Math ability group										
Low	79.0	64.6	7.2	7.7	3.2	4.6	5.5	90.0	18.0	5.9
Middle	80.0	69.5	10.3	7.2	3.5	5.5	11.2	94.2	18.1	5.9
High	77.1	66.6	10.8	6.3	2.7	3.5	6.6	94.7	18.7	5.7
Not grouped	82.8	78.9	5.9	2.6	2.0	1.7	7.5	94.2	15.1	6.2
Don't know	76.1	68.5	6.8	2.0	3.1	1.2	13.8	88.4	13.7	6.1
Science ability group										
Low	65.7	61.1	13.7	3.7	3.8	1.0	4.6	89.8	24.5	8.8
Middle	81.6	72.3	9.8	8.0	3.7	4.8	8.7	92.6	18.0	5.4
High	77.7	70.8	13.0	5.7	5.3	4.2	7.7	95.1	19.9	5.7
Not grouped	80.8	71.8	7.0	4.5	1.7	3.0	8.4	94.4	15.9	6.1
Don't know	74.9	69.4	8.9	6.0	3.0	3.9	10.0	93.5	14.7	4.9
English ability group										
Low	82.7	67.3	9.0	5.3	3.2	6.1	13.9	82.9	18.2	6.0
Middle	83.0	75.7	10.7	6.3	5.4	5.6	8.7	93.1	18.2	5.9
High	81.5	75.4	13.8	4.0	2.2	2.3	6.9	96.0	19.3	5.8
Not grouped	78.0	68.5	6.3	5.5	1.7	3.0	8.0	94.8	16.2	6.1
Don't know	73.9	69.7	5.1	4.5	3.3	2.2	11.2	86.8	12.4	4.4
Social studies ability group										
Low	87.0	68.1	8.5	5.8	7.0	2.8	10.9	97.5	16.8	3.2
Middle	81.2	73.6	10.3	5.9	4.0	4.3	9.3	91.3	19.4	5.1
High	82.3	70.7	12.3	3.6	3.5	3.7	6.3	95.7	16.1	5.3
Not grouped	78.9	71.3	7.3	5.7	1.9	3.1	8.4	94.4	17.1	6.4
Don't know	75.2	68.3	9.8	5.5	4.0	4.9	8.6	90.2	14.1	4.9
Locus of control										
Lowest (external)	81.6	72.9	8.0	5.6	3.9	5.5	9.7	91.1	16.0	6.9
Middle	82.4	72.8	7.9	4.3	2.7	2.5	6.2	95.3	17.1	5.8
Highest (internal)	76.5	69.1	10.0	6.2	2.1	3.5	9.3	94.5	17.8	5.6
Self concept										
Low	82.7	75.8	6.2	4.9	2.6	3.1	8.2	93.4	14.2	6.1
Medium	80.6	70.2	8.4	6.5	2.3	3.9	7.5	95.4	16.8	6.4
High	76.5	68.2	11.3	5.0	3.2	3.9	9.1	93.3	20.1	5.5
Postsecondary education plans										
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	85.6	77.3	7.3	3.8	2.1	6.6	8.0	89.8	18.0	5.8
Vocational/technical	91.3	80.6	7.1	6.8	5.1	8.6	13.8	95.5	16.1	8.5
Attend college	82.0	74.4	7.7	6.4	3.2	4.9	5.3	92.2	15.5	4.2
Graduate college	79.9	70.3	7.1	5.5	2.4	3.7	8.7	94.0	17.3	5.8
Postgraduate/professional	76.3	69.5	12.3	4.5	2.8	1.5	7.7	94.9	17.8	6.6

Table 3.3.--Percent of 1988 Catholic school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	79.8	71.3	8.8	5.4	2.7	3.6	8.3	93.9	17.2	6.0
Geographic region										
Northeast	76.5	78.2	8.5	8.3	3.0	7.4	4.7	92.3	13.5	7.0
North central	87.4	82.0	8.2	5.2	2.8	2.0	10.7	95.3	20.9	6.5
South	79.0	65.2	8.0	1.2	2.0	1.3	8.9	92.7	14.6	4.1
West	69.1	34.5	12.1	4.9	3.0	2.0	10.0	96.3	20.0	5.1
Urbanicity										
Urban	86.1	72.6	8.3	3.0	3.4	3.1	9.1	92.0	14.1	5.6
Suburban	75.2	70.0	7.7	6.2	1.7	3.4	7.9	95.3	21.6	6.7
Rural	66.5	72.1	21.9	18.1	5.9	9.6	4.8	98.0	6.3	3.2
Total enrollment										
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	74.8	72.8	12.1	7.9	2.6	6.2	6.2	95.5	23.1	7.5
300-499	84.0	61.9	4.4	4.5	2.0	2.4	10.9	90.9	12.2	3.9
500-749	93.0	89.1	10.1	4.7	3.4	1.3	11.9	95.4	14.1	7.9
750-999	74.2	71.4	1.2	0.0	2.3	0.0	4.7	96.8	4.7	6.3
1000 +	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] Course-taking variables used in this table come directly from the student questionnaire. Details are reported in the "Variables Used" section following the tables.

[2] A description of each classification variable can be found in the "Variables Used" section following the tables.

[3] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[4] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n".

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 3.4.--Percent of 1988 independent private school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]

Student Characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	70.7	65.2	33.8	2.8	1.0	9.7	10.3	90.9	24.7	2.0
Sex										
Male	69.4	60.8	27.9	3.7	1.3	13.2	10.0	88.1	24.8	2.9
Female	72.2	70.0	40.3	1.8	0.8	5.7	10.6	94.0	24.7	1.0
Race/ethnicity										
Asian	68.0	69.5	34.6	5.8	2.3	13.5	10.1	94.4	23.8	3.3
Hispanic	62.7	65.2	51.2	5.7	2.4	22.4	15.8	86.4	25.0	5.1
Black	71.2	75.2	38.8	6.9	0.0	26.8	7.2	88.9	27.0	2.8
White	71.3	63.6	32.7	1.8	0.9	7.0	10.4	90.7	24.5	1.6
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income										
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	64.9	62.8	34.0	4.9	3.6	15.6	6.9	85.9	24.7	0.0
$25,000-$34,999	75.0	66.8	45.7	8.5	2.3	16.9	5.3	95.6	24.2	2.9
$35,000-$49,999	74.8	65.6	35.6	2.5	0.4	13.0	9.4	92.9	20.7	0.9
$50,000 or more	68.5	63.0	33.8	2.7	0.9	7.8	11.6	90.6	23.8	1.7
Parent education										
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Some college	75.8	66.8	35.7	2.8	3.4	12.9	10.4	91.0	21.7	3.4
College graduate	70.9	60.4	31.1	1.7	0.6	9.7	12.1	86.6	25.0	2.5
M.A. or equivalent	70.5	65.6	36.5	3.5	1.1	9.9	10.8	91.4	25.8	1.5
Ph.D./M.D./ other professional	67.4	68.3	33.2	2.8	0.4	7.6	8.4	93.5	24.5	1.6
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Socioeconomic status										
Lowest quartile	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Second quartile	Low n	Low n	23.6	0.0	0.0	26.1	4.8	97.7	21.5	8.3
Third quartile	81.2	71.3	32.5	5.8	3.2	12.9	11.4	87.6	22.2	5.7
Highest quartile	69.4	64.5	33.7	2.5	0.8	8.8	10.4	91.0	25.0	1.4
Family composition										
Mother & father	70.4		33.3	2.7	0.9	8.3	10.4	90.3	24.2	1.6
Mother & male guardian	70.7	[illegible]	29.3	1.5	0.0	9.3	11.3	94.1	30.3	1.9
Father & female guardian	72.0	Low n	37.5	0.0	0.0	9.7	6.2	98.4	24.9	0.0
Mother only	72.5	65.3	39.0	4.8	2.9	17.6	9.4	90.4	25.0	4.9
Father only	72.4	65.4	31.1	1.6	0.0	12.2	8.3	96.0	27.1	0.0
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient										
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	70.5	65.2	33.5	2.6	0.8	9.3	10.0	90.7	24.4	1.9
Language minority										
Yes	67.5	64.0	46.7	8.7	2.1	16.8	14.0	89.6	25.9	5.6
No	71.1	65.3	32.4	2.2	0.9	9.0	9.9	91.0	24.6	1.6
Grades composite										
Lowest quartile	76.4	61.0	24.9	4.7	2.0	9.0	8.7	85.5	22.6	1.7
Second quartile	71.9	66.9	35.9	3.6	1.0	12.2	8.3	89.0	23.5	3.6
Third quartile	70.6	62.5	34.7	2.6	0.8	10.1	8.2	91.7	26.3	2.2
Highest quartile	67.9	67.3	34.2	1.7	0.8	8.8	13.5	92.1	24.9	1.3
Test composite										
Lowest quartile	64.1	50.9	25.3	8.1	1.9	21.3	3.8	87.2	28.7	3.2
Second quartile	70.7	60.0	31.6	5.4	1.7	10.9	10.3	83.2	36.1	6.8
Third quartile	73.6	64.1	37.8	4.1	1.5	11.1	12.6	86.7	25.2	1.7
Highest quartile	70.9	66.4	33.1	1.9	0.7	8.1	10.2	92.8	22.4	1.6

Table 3.4.--Percent of 1988 independent private eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	70.7	65.2	33.8	2.8	1.0	9.7	10.3	90.9	24.7	2.0
Reading proficiency [3]										
Below level 1	58.3	37.4	21.5	1.6	0.0	8.7	16.6	91.7	33.7	1.1
At level 1	73.7	65.8	36.2	3.8	1.9	13.2	10.3	88.1	26.0	4.6
At level 2	70.6	66.5	33.4	2.4	0.6	7.3	10.3	91.8	22.9	1.1
Math proficiency [4]										
Below level 1	78.9	70.3	35.0	6.2	3.2	14.9	6.3	84.3	33.2	5.8
At level 1	69.8	67.2	32.7	3.0	0.0	9.6	8.8	84.7	28.6	4.1
At level 2	68.5	63.6	35.2	2.3	1.4	9.6	9.0	90.0	23.9	1.5
At level 3	72.2	66.0	33.2	2.2	0.7	8.8	11.1	92.0	23.0	1.4
Math ability group										
Low	73.7	66.0	26.5	0.9	1.2	6.1	9.5	86.1	23.6	0.8
Middle	71.4	64.6	34.9	2.8	0.6	9.7	10.8	92.3	25.1	1.9
High	69.1	64.3	32.5	2.4	1.6	11.1	11.1	91.3	23.7	2.6
Not grouped	74.0	70.5	39.6	6.7	0.0	6.8	5.7	86.9	29.1	0.9
Don't know	64.5	65.7	40.2	0.0	0.0	7.3	9.0	96.8	23.0	0.0
Science ability group										
Low	67.3	61.3	28.0	4.9	0.0	16.9	5.4	79.0	21.2	0.0
Middle	67.1	63.7	30.6	2.2	1.1	12.3	11.9	87.0	22.8	1.9
High	72.9	70.3	30.3	3.3	1.6	15.2	12.0	90.4	27.0	4.1
Not grouped	72.0	64.0	37.6	2.9	0.8	5.5	9.3	93.7	25.7	1.2
Don't know	62.7	63.8	31.2	0.0	0.0	4.7	9.0	88.8	13.9	0.7
English ability group										
Low	62.0	50.6	20.9	4.1	0.0	9.3	7.2	85.0	12.2	0.0
Middle	63.6	61.7	28.5	1.9	1.5	12.9	12.5	87.6	23.6	3.4
High	74.2	67.8	32.8	3.3	2.2	14.6	13.4	90.2	25.7	2.0
Not grouped	73.6	66.9	38.7	2.9	0.3	5.1	7.9	93.4	26.7	1.5
Don't know	61.1	63.0	27.8	1.5	0.0	9.5	8.7	90.5	15.2	0.7
Social studies ability group										
Low	70.8	64.4	18.2	0.0	0.0	10.2	12.3	85.7	18.5	0.0
Middle	67.7	63.0	30.5	3.0	1.6	15.1	10.5	88.7	23.7	3.1
High	73.7	72.8	34.4	3.3	1.4	13.5	12.7	88.9	27.9	2.9
Not grouped	71.5	63.3	36.2	2.8	0.8	5.5	8.9	93.2	24.8	1.4
Don't know	59.5	57.5	33.5	1.3	0.0	9.3	11.3	87.1	17.7	0.8
Locus of control										
Lowest (external)	71.7	57.3	34.4	5.0	1.1	11.2	9.1	90.0	25.7	4.5
Middle	70.5	63.3	32.1	2.4	1.0	9.2	10.0	90.2	24.9	0.7
Highest (internal)	70.4	69.5	34.9	2.2	1.0	9.5	11.0	91.7	24.2	2.0
Self concept										
Low	69.8	60.4	31.4	1.7	1.3	6.4	8.5	89.9	22.8	1.1
Medium	72.0	68.0	36.6	3.3	0.6	12.3	12.6	91.2	23.7	1.3
High	70.4	67.0	33.9	3.4	1.1	10.6	10.2	91.3	27.0	3.2
Postsecondary education plans										
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Vocational/technical	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Attend college	67.5	59.3	29.1	5.5	0.0	10.8	3.4	86.4	19.0	0.0
Graduate college	70.0	62.0	30.0	2.1	0.5	9.1	9.8	89.8	23.7	1.8
Postgraduate/professional	71.5	68.0	36.9	2.9	1.1	10.0	11.0	92.1	25.6	2.1

Table 3.4.--Percent of 1988 independent private eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	70.7	65.2	33.8	2.8	1.0	9.7	10.3	90.9	24.7	2.0
Geographic region										
Northeast	81.1	77.7	33.0	1.5	0.6	13.0	8.8	85.8	23.4	2.4
North central	82.4	76.5	48.9	6.5	0.9	7.0	17.3	96.8	17.8	1.0
South	58.6	51.6	27.0	1.9	0.9	5.1	11.0	91.5	29.8	2.0
West	71.5	64.7	43.7	5.4	2.5	17.7	4.5	95.7	20.0	2.2
Urbanicity										
Urban	71.9	66.2	37.1	3.5	1.3	9.5	13.5	93.3	26.1	1.7
Suburban	67.8	64.2	32.2	2.0	0.5	9.3	1.6	88.5	20.3	1.5
Rural	79.9	59.5	2.0	0.0	1.9	15.9	39.3	77.9	44.5	10.7
Total enrollment										
1-99	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
100-299	81.8	75.8	44.5	4.3	1.4	18.8	9.1	84.1	25.4	3.9
300-499	69.4	65.2	31.4	3.8	0.8	9.5	11.3	91.8	32.5	2.1
500-749	68.8	61.2	36.0	1.4	1.1	6.6	13.2	91.1	18.7	1.7
750-999	66.2	62.2	34.1	0.5	1.8	4.5	4.9	95.8	19.2	0.9
1000 +	46.2	38.1	17.2	1.9	0.0	0.0	15.6	89.5	8.0	0.0

[1] Course-taking variables used in this table come directly from the student questionnaire. Details are reported in the "Variables Used" section following the tables.

[2] A description of each classification variable can be found in the "Variables Used" section following the tables.

[3] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[4] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n".

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Table 3.5. Percent of 1988 other private school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	43.9	52.5	16.8	14.1	1.5	8.1	11.7	90.7	11.0	4.6
Sex										
Male	44.9	52.3	16.5	9.8	1.6	11.3	13.4	89.1	13.6	5.2
Female	43.0	52.8	17.2	18.1	1.3	5.1	10.2	92.2	8.6	4.0
Race/ethnicity										
Asian	59.6	57.8	22.5	19.1	0.8	10.7	10.0	93.6	18.0	1.4
Hispanic	38.5	49.5	19.6	Low n	11.1	13.0	39.9	76.2	19.0	Low n
Black	74.9	77.8	11.7	34.3	1.8	14.5	11.9	91.6	24.6	3.6
White	41.6	50.8	17.1	13.2	0.9	7.3	10.7	91.2	10.1	4.5
Native American	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Family income										
Under $15,000	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
$15,000-$24,999	51.1	55.4	15.6	22.0	4.9	13.1	13.4	90.6	10.4	6.7
$25,000-$34,999	54.6	66.6	11.2	15.3	0.9	7.1	9.8	90.5	10.4	2.4
$35,000-$49,999	50.5	56.1	13.2	15.7	0.6	5.3	8.7	90.8	8.8	4.3
$50,000 or more	34.1	45.7	22.5	12.2	0.3	7.4	13.5	91.3	12.5	3.8
Parent education										
Less than high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school graduate/GED	39.8	58.2	5.1	11.8	3.9	9.3	6.8	88.4	6.6	4.8
Some college	44.9	55.2	11.2	17.0	1.3	5.4	15.5	88.8	12.3	4.5
College graduate	44.1	46.4	20.9	12.6	0.2	9.9	9.2	91.5	11.0	4.7
M.A. or equivalent	42.8	52.3	21.9	11.0	0.0	5.2	11.1	93.4	8.5	5.6
Ph.D./M.D./ other professional	43.0	54.3	25.7	13.8	0.0	12.1	11.2	93.1	13.0	1.3
Don't know	44.6	41.7	7.6	29.4	6.5	13.5	8.0	85.0	11.8	1.9
Socioeconomic status										
Lowest quartile	54.3	49.7	5.0	20.1	13.4	18.9	12.0	93.0	7.1	13.7
Second quartile	56.6	66.9	6.5	13.3	0.8	5.2	13.0	83.4	8.2	3.5
Third quartile	38.2	53.9	12.6	16.0	2.1	6.1	14.1	90.3	12.1	5.2
Highest quartile	42.5	48.4	22.4	13.0	0.3	8.8	10.3	92.5	11.6	3.8
Family composition										
Mother & father	43.2	52.5	17.4	13.5	0.8	7.8	11.4	90.1	10.0	3.7
Mother & male guardian	44.4	62.5	26.8	20.7	0.0	0.0	12.0	92.3	9.6	11.8
Father & female guardian	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Mother only	51.5	50.3	13.6	16.4	6.1	11.0	16.9	98.8	21.4	8.6
Father only	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Other relative/non-relative	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Limited English proficient										
Yes	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
No	43.4	52.2	16.2	14.4	1.2	8.3	11.3	90.5	11.0	4.5
Language minority										
Yes	53.0	47.0	26.4	21.0	7.7	16.6	18.0	88.6	22.6	1.2
No	43.4	52.8	16.3	13.8	1.1	7.6	11.4	90.8	10.4	4.7
Grades composite										
Lowest quartile	41.0	47.0	10.7	19.9	4.1	7.9	4.2	88.9	11.7	2.9
Second quartile	41.9	48.3	13.4	18.0	1.3	6.8	12.7	87.0	10.6	5.0
Third quartile	44.4	47.1	18.2	11.9	1.2	6.7	15.1	91.9	10.8	4.4
Highest quartile	44.9	58.4	19.3	11.9	0.9	8.7	11.8	92.2	11.0	5.0
Test composite										
Lowest quartile	46.9	43.5	15.3	15.0	7.4	15.5	19.4	87.5	19.5	5.7
Second quartile	36.2	58.7	12.0	24.6	3.5	8.3	16.0	89.0	4.7	5.8
Third quartile	41.5	47.5	13.4	13.4	0.8	6.0	13.8	87.9	13.5	4.9
Highest quartile	47.4	56.5	21.9	11.1	0.0	7.8	7.0	93.8	9.9	3.9

Table 3.5.--Percent of 1988 other private school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	43.9	52.5	16.8	14.1	1.5	8.1	11.7	90.7	11.0	4.6
Reading proficiency [3]										
Below level 1	43.5	47.8	11.7	19.0	5.6	12.6	18.9	93.3	18.9	1.9
At level 1	38.9	49.6	13.3	16.1	1.9	8.4	14.2	88.6	11.8	5.5
At level 2	47.5	56.7	19.9	12.8	0.5	6.9	8.8	91.6	8.6	4.7
Math proficiency [4]										
Below level 1	51.6	52.6	9.2	16.4	5.1	8.8	17.9	86.6	17.3	7.5
At level 1	39.3	51.2	17.1	17.1	2.9	9.4	14.7	90.5	9.4	4.5
At level 2	42.6	53.0	13.8	12.4	0.4	7.1	9.3	86.7	11.9	5.3
At level 3	49.2	54.5	20.8	11.9	0.4	7.4	9.4	95.0	11.2	3.5
Math ability group										
Low	54.9	34.8	16.7	16.2	0.5	5.1	3.8	88.6	12.0	0.5
Middle	42.1	54.4	19.5	19.0	2.1	11.0	16.6	92.0	11.5	4.5
High	42.3	55.9	22.1	14.1	0.0	9.0	10.3	96.4	11.8	5.9
Not grouped	45.0	50.6	7.7	9.0	1.8	4.3	9.8	82.3	9.4	3.5
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Science ability group										
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	87.9	Low n	Low n
Middle	47.6	52.3	18.3	18.3	1.5	8.7	13.2	87.8	8.4	3.7
High	43.0	46.6	26.0	11.2	0.8	10.2	12.8	95.5	11.8	4.6
Not grouped	40.5	56.1	13.6	13.7	1.0	7.1	10.7	90.0	10.8	4.6
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
English ability group										
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	48.1	64.6	16.4	17.7	2.1	7.4	18.5	88.5	13.4	4.6
High	43.6	58.1	24.1	15.0	0.9	5.3	9.9	94.4	9.7	6.7
Not grouped	42.7	47.1	14.6	12.8	1.0	9.1	8.9	90.5	10.1	3.6
Don't know	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Social studies ability group										
Low	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
Middle	46.9	62.3	11.5	14.9	3.2	7.5	16.8	87.9	12.0	4.8
High	40.6	49.4	23.8	8.3	2.1	4.7	14.1	92.7	9.9	7.7
Not grouped	44.1	52.1	16.5	15.0	0.4	8.9	9.3	91.2	10.4	3.6
Don't know	54.3	Low n	17.4	18.9	Low n	13.2	20.7	94.6	17.3	9.4
Locus of control										
Lowest (external)	37.8	47.9	13.0	20.9	2.9	9.4	12.0	84.8	12.1	3.5
Middle	47.1	53.6	16.3	12.8	0.8	7.9	8.8	91.6	11.0	5.4
Highest (internal)	44.8	54.0	18.9	11.7	1.2	7.4	13.3	92.8	10.5	4.6
Self concept										
Low	39.6	51.4	11.9	18.2	1.5	6.3	11.6	90.1	10.9	2.8
Medium	47.2	56.8	20.7	14.2	1.6	10.6	12.7	89.0	10.6	5.8
High	45.5	50.7	18.4	10.4	1.3	7.7	11.0	92.2	11.4	5.3
Postsecondary education plans										
Won't finish high school	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
High school only	Low n	Low n	9.3	25.1	1.2	12.9	19.0	84.4	5.8	1.2
Vocational/technical	48.1	60.2	8.8	7.5	2.0	7.5	7.3	76.4	11.7	5.5
Attend college	38.1	43.8	7.8	14.8	4.8	5.8	8.4	86.2	11.7	4.2
Graduate college	42.4	50.0	15.9	14.6	0.1	7.2	11.6	91.6	11.4	5.0
Postgraduate/professional	45.6	55.7	22.8	13.4	2.5	9.3	13.0	93.1	10.7	4.4

Table 3.5.--Percent of 1988 other private school eighth graders who report taking specified arts, vocational, and personal development courses by selected student characteristics [1]--Continued

Student characteristics [2]	Art	Music	Drama/ speech	Home economics	Agriculture	Shop	Typing	Physical education	Sex education	Consumer education
1	2	3	4	5	6	7	8	9	10	11
Total	43.9	52.5	16.8	14.1	1.5	8.1	11.7	90.7	11.0	4.6
Geographic region										
Northeast	52.1	24.3	15.9	5.3	1.3	5.0	2.0	96.5	7.3	2.6
North central	73.1	86.7	19.5	27.8	1.8	18.7	4.8	92.8	12.7	4.7
South	22.9	32.5	8.3	8.0	0.9	2.0	10.7	86.7	14.3	4.3
West	38.0	60.4	28.1	13.2	2.1	7.1	27.8	91.1	5.9	6.2
Urbanicity										
Urban	48.2	62.0	23.6	19.0	1.5	13.4	14.0	95.1	15.7	6.0
Suburban	40.8	48.4	14.2	8.0	1.6	3.0	11.9	92.3	7.3	3.3
Rural	39.2	35.0	4.0	15.1	1.0	5.0	5.1	74.1	6.7	3.7
Total enrollment										
1-99	65.4	57.3	5.6	2.5	5.1	1.2	20.6	78.4	16.7	3.8
100-299	47.7	55.4	11.2	13.3	1.3	5.6	10.1	91.2	10.4	4.5
300-499	32.5	63.0	18.0	21.8	1.8	6.8	11.9	95.6	3.4	8.4
500-749	43.4	47.7	29.5	15.5	0.2	13.9	13.0	89.4	14.6	3.2
750-999	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n
1000 +	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n	Low n

[1] Course-taking variables used in this table come directly from the student questionnaire. Details are reported in the "Variables Used" section following the tables.

[2] A description of each classification variable can be found in the "Variables Used" section following the tables.

[3] Reading proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

[4] Mathematics proficiency levels are hierarchical. Mastery at one level assumes mastery at all lower levels.

NOTE: Estimates based on fewer than 30 respondents are likely to be unstable and are indicated by "Low n".

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988: Base Year Student Survey."

Technical Notes

Data Source

This report is based upon data from the National Education Longitudinal Study of 1988 (NELS:88) base year survey. The NELS:88 study is a survey of 24,599 eighth grade students, their parents, teachers, and school administrators. The students were selected from a total of 1,052 schools sampled from each of the fifty states and the District of Columbia. The sample includes students from both public and private schools. Asian and Hispanic students were oversampled for this survey. Sample data can be used to make inferences to the population of about 3,008,080 eligible students, from about 38,774 eligible schools containing an eighth grade during the 1988 academic year. A complete description of the sample design can be found in the *NELS:88 Base Year Sample Design Report.*[1]

Table A shows sample sizes and completion rates for each of the components of the NELS:88 base year study.

Table A.--Summary of NELS:88 base year sample sizes and completion rates

Component	Sample size	Completion rates	
		Weighted	Unweighted
Student questionnaires	24,599	93.4%	93.0%
Student tests	23,701	96.5%[a]	96.4%[a]
Parent questionnaires	22,651	93.7%[a]	92.1%[a]
Teacher ratings of students	23,188[b]	95.9%[a]	94.3%[a]
School administrator questionnaires	1,035	98.9%[c]	98.4%[c]

[a] The base for this percentage is the number of students who completed a student questionnaire.
[b] This figure represents the number of students who completed a student questionnaire for which at least one teacher rating was completed.
[c] The base for this percentage is the number of schools for which student questionnaire data was obtained.

Data Limitations

The population of schools in the NELS:88 base year survey was restricted to "regular" public and private schools in the United States. Excluded from the sample were Bureau of Indian Affairs (BIA) schools, special education schools for the handicapped, area vocational schools that do not enroll students directly, and schools for dependents of U.S. personnel overseas. Students who are educated at home or in private tutorial settings, and those who have dropped out of school prior to reaching eighth grade, also fall outside of the NELS:88 base year sample. The exclusions have implications for national inferences based on NELS:88 data, although their impact is believed to be small. For certain groups, (for example, American Indians) the impact of

1 Spencer, B. D., Frankel, M., Ingels, S., Rasinski, K. A., and Tourangeau, R., National Education Longitudinal Study of 1988(NELS:88) Base Year Sample Design Report (Chicago: NORC, 1990).

these exclusions may be substantial, and the users of the NELS:88 data should take this into account. Information from various sources suggests that approximately 10 percent of American Indian school children attend schools that are affiliated with the BIA, including schools directly operated by the BIA and those operated by American Indian communities under contract to the BIA. Other sources suggest that less than 10,000 eighth graders attend Department of Defense Dependent Schools (DODDS) serving dependents of U.S. personnel overseas.

Exclusions were also made within schools. The population of students was defined to exclude those who had substantial language difficulties, who had disabilities that would make participation in the survey difficult, or who were chronic truants or dropouts. Seven ineligibility codes were employed at the time of student sample selection:

A attends this school only on a part-time basis, primary enrollment at another school.

B physical disability precludes filling out questionnaire and taking test.

C mental disability precludes filling out questionnaire and taking test.

D dropout: absent or truant for 20 consecutive days, and is not expected to return to school.

E does not have English as the mother tongue and has insufficient command of English to complete the NELS:88 questionnaire and test.

F has transferred out of the school since roster was compiled.

G is deceased.

An analysis of eighth graders in the 1,052 schools included in the NELS:88 base year sample shows that of the 202,996 eighth grade students in these schools, 10,853 (5.37 percent) of them were excluded because they were judged to fall into one of the previously mentioned ineligibility categories. The majority of exclusions were made by a school administrator prior to sampling from the school roster. A small number of students who were missed in this process were designated as excluded by the survey administrator on the day that survey data was collected in the child's school.

Information on course taking was obtained from students' self-reports. Student transcripts were not examined in the NELS:88 base year survey. To assess and improve the accuracy of students' responses to the course-taking questions, various consistency checks were performed. For example crosstabular analyses of students' responses to questions about taking mathematics courses revealed that some students reported taking both algebra and remedial math. Based on this and similar findings, it seems likely that reports of course taking were inflated as they were in High School and Beyond.[2] To address this problem, transcripts will be collected as a part of the Second Follow-up of NELS:88.

Variables Used

This section provides definitions for the variables used in the tables.

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2 Fetters, W., Stowe, P. S., & Owings, J. (1984). *Quality of Responses of High School Students to Questionnaire Items.* Washington, D. C.: National Center for Education Statistics, U. S. Department of Education.

Classification Variables:

SEX was taken first from the student questionnaire (Q. 12). If this source was missing or not available, then the sex variable from school rosters was used. Any records with this variable still missing had sex imputed from the respondent's name. In the small number of cases where this imputation was impossible the value for SEX was randomly assigned.

RACE was also constructed from several sources of information. The first source was the student's self-report (student questionnaire Q. 31A through 31D). Secondly, if the student information was missing, data from the parent questionnaire (Q. 10 through 10C) were used. A small percentage of students who wrongly used the American Indian/Alaskan Native category, but whose parents responded "white, not Hispanic" were recoded to "white, not Hispanic" after a subsample of the parents were interviewed to verify the students' error. Although membership status in different Hispanic and Asian/Pacific Islander subgroups was collected, the subgroup categories are not used in this report.

FAMILY INCOME was taken from Q. 80 on the parent questionnaire which asks for total family income from all sources in 1987. Categories were collapsed for this report.

PARENT EDUCATION is the highest level of education reported by either of the eighth grader's parents/guardians. It was constructed from Q. 30 and 31 on the parent questionnaire, or if these were missing, from Q. 34A and 34B on the student questionnaire.

SOCIOECONOMIC STATUS (SES) was constructed using the following data from the NELS:88 parent questionnaire: father/male guardian's education level, mother/female guardian's education level, father/male guardian's occupation, mother/female guardian's occupation, and family income (Q.30, Q.31, Q.34B, Q.37B, and Q.80). Occupational data were assigned values using the Duncan SEI. Each nonmissing component was standardized, and nonmissing components were averaged to yield the SES composite. For cases where all parent data components were missing (8.1 percent of the participants), student data were used. The first four components from the student data are the same as those from the parent data. The family income component was replaced by an index created from a list of household items (student questionnaire Q. 35A-P). Student data were used to construct SES if all components based on parent data were missing and at least one component based on student data was not missing. Otherwise SES was set to missing. The range for SES is -2.97 through 2.56. For this report, SES is divided into quartiles using weighted percents.

FAMILY COMPOSITION was created to specify the adult structure of the eighth grader's household. It is derived from Q. 8 in the student questionnaire where students indicated which of a list of people live with them.

LIMITED ENGLISH PROFICIENT defines whether a student is limited in his or her ability to read, write or understand the English language. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. The variable was set to 1 if the student responded to any of the questions about understanding, speaking, reading, and writing English (Q.27A, Q.27B, Q.27C, or Q.27D from the student questionnaire) with "not very well", or if either teacher marked "yes" to a question asking if the student is a Limited English Proficient student (Q.12, Part 1 from the teacher questionnaire). It was set to 0 otherwise. If both the student and teachers responses were missing, this variable was set to missing. It should be kept in mind that students who did not have English as their mother tongue and had insufficient command of English to complete the NELS:88 questionnaire and test were declared ineligible for inclusion into the sample and were excluded from the NELS:88 survey.

LANGUAGE MINORITY means that the student is from a home in which a language other than English is typically spoken. The classification is based on teacher (teacher questionnaire part I, Q. 11) or student (Q. 22) reports.

GRADE COMPOSITE is an average, with all nonmissing elements equally weighted, of the student's self-report of grades from sixth grade to eighth grade in four subject areas (English, math, social studies/history, and science). The source is student questionnaire Q. 81. GRADE COMPOSITE is recoded to quartiles based upon weighted percents.

SCIENCE TEST QUARTILE was constructed from students' scores on the science test which included 25 items that measured students' abilities to reproduce detail, comprehend, and make inferences and evaluations of text in four areas of science (earth sciences, life sciences, chemistry, and scientific methodology). The sample was divided into quartiles based upon weighted percents. Detailed information about the construction and psychometric properties of this test and other tests referenced in this report can be found in the *Psychometric Report for the NELS:88 Base Year Test Battery.*[3]

HISTORY TEST QUARTILE was constructed from students' scores on a history/citizenship test. This test consisted of 30 items, 10 on U.S. History, 15 on government and citizenship, and 5 on economic development. The sample was divided into quartiles based upon weighted percents.

TEST COMPOSITE is a combination of students' scores on the reading and mathematics tests. The reading test included 21 items that measured students' abilities to reproduce detail, comprehend, and make inferences and evaluations of text in four areas (literature, science, poetry, and biology). The mathematics test included 40 items measuring skills in simple arithmetic operations, in using decimals, fractions, and percentages, in understanding the relationship among these operations, and in logically solving problems. Students' scores were standardized and summed across the two tests. The sample was divided into quartiles based upon weighted percents.

MATHEMATICS and READING PROFICIENCY scores were created from the mathematics and reading tests to measure hierarchically ordered cognitive skills, termed proficiency levels. Students were scored as proficient or not proficient at each level. The definitions of the MATH PROFICIENCY levels are as follows:

Level 1: Able to perform simple arithmetical operations on whole numbers.

Level 2: Able to perform simple operations with decimals, fractions, and roots.

Level 3: Able to perform simple problem solving, requiring conceptual understanding and/or the development of a solution strategy.

The definitions of the READING PROFICIENCY levels are as follows:

Level 1: Demonstrates simple reading comprehension including reproduction of detail and/or the author's main thought.

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3 Rock, Donald A. and Pollack, Judith M. *Psychometric Report for the NELS:88 Base Year Test Battery*, Educational Testing Service, 1990.

Level 2: Demonstrates ability to make inferences beyond the author's main thought and/or understand and evaluate relatively abstract concepts.

Each proficiency score level was marked by four items, which were chosen as having similar difficulty and content. Success, or "passing" a level, was defined as answering at least three of the four items correctly. Assigning students to one of three proficiency categories for Reading (below Level 1, proficient at Level 1 but not Level 2, and proficient at Level 3) and four analogous categories for Mathematics was a straightforward process for the majority of students. In some cases, when a student had omitted one or more items in a 4-item cluster, a pass/fail determination could be made from the remaining items. For example, if the student only answered three items but gave correct answers to the three, he or she met the "pass" criterion. Similarly, if the student answered only two items but failed them both it would be impossible for the student to meet the "pass" criterion regardless of how he or she fared on the other two items.

Assigning a student to a proficiency category was a problem when the student either did not answer enough items to determine a proficiency level, or a "reversal" pattern occurred. A "reversal" pattern is one in which a student passed a more difficult level after failing an easier one. For reading, proficiency scores could be directly determined for 96% of the students who took the test (or 92.2 percent of the total number of students in the sample). Only about 3% of the test-taking students answered too few items to be classified, and 1% had a reversal pattern. For mathematics, proficiency scores could be directly determined for only 86% of the test-taking students. About 8.5% had omitted too many items to be categorized, and another 5.5% had reversals.

A classification scheme was devised to provide estimates of the proficiency levels for mathematics. Item Response Theory (IRT) parameters were used to estimate the proficiency classification of students with insufficient data. Details of the estimation process are presented in the *Psychometric Report for the NELS:88 Base Year Test Battery*, Appendix G. The result was an estimated proficiency score for about half of the students who could not be classified through the direct method. Students who exhibited the "reversal" pattern were not reclassified through estimation. Rather, as in the case of reading proficiency, these students were placed in the missing category.

MATH, SCIENCE, ENGLISH, and SOCIAL STUDIES ABILITY GROUP were taken from Q. 60a through d in the student questionnaire.

LOCUS OF CONTROL measures the degree of influence eighth graders feel they have over events in their lives and over their own destinies. It was constructed from Q. 44C, 44F, and 44G from the student questionnaire. Each of the items was standardized and all nonmissing items were averaged. Any student missing all items was assigned a missing value. The range is -3.01 (low internal/high external locus of control) through 1.52 (high internal/low external locus of control). For this report, LOCUS OF CONTROL is divided into tertiles using weighted percents.

SELF CONCEPT is a measure of the general view eighth graders have about themselves. It was constructed from Q. 44A, 44D, 44E, and 44H. Each of the items was standardized, and nonmissing items were averaged. Any student missing all components was assigned a missing value. The range for SELF CONCEPT is -3.61 (low self concept) through 1.15 (high self concept). For this report, SELF CONCEPT is divided into tertiles using weighted percents.

POSTSECONDARY EDUCATION PLANS uses categories taken directly from Q.45 in the student questionnaire. The question reads, "As things stand now, how far in school do you think you will get?".

GEOGRAPHIC REGION indicates in which of the four U.S. Census regions the school is located. It was created by recoding the sampled state of the eighth grade school into the four Census Bureau regions. For confidentiality reasons, this value was set to missing in rare instances.

The values for this variable are:

1 = Northwest --New England and Middle Atlantic states
2 = North Central -- East North Central and West North Central States
3 = South -- South Atlantic, East South Central, and WestSouth Central states
4 = West -- Mountain and Pacific states

URBANICITY classifies the location of the student's school. It was created directly from QED (Quality Education Data) data (position 199-199). The classifications are the Federal Information Processing Standards as used by the U.S. Census.

The values for this variable are:

1 = Urban -- central city
2 = Suburban -- area surrounding a central city within a county constituting the MSA (Metropolitan Statistical Area)
3 = Rural -- outside MSA

TOTAL ENROLLMENT categorizes the entire school enrollment as reported by the school administrator. The values found in the tables were createdby collapsing the data from Q.2 of the school administrator questionnaire. Missing data were imputed from enrollment figures contained in the QED file.

Course-taking Variables:

Information about course taking was obtained from Part 8 of the student questionnaire which asked the eighth grader about his or her schoolwork. Infomation about course taking in mathematics and science was drawn from responses to Q. 67 and67B. Information about course taking in the humanities was drawn from responses to Q. 67B. Information about course taking in the specialized courses was drawn from Q. 67B, 67C, and 67D For each of the items students were asked whether they had attended the course at least once a week during this school year. For the mathematics, science, English, and social studies course taking, composite variables were created to reduce inconsistencies in students' reports.

To assess and improve the accuracy of students' responses to course taking in mathematics, science, history, and social studies, various consistency checks were performed. For example, crosstabular analyses revealed that some students reported taking both algebra and remedial mathematics. This result raised the concern that responsesto certain questions about mathematics course taking were inflated, perhaps by students reporting brief coverage of material in a regular math course as a year-long course covering the material (e.g, a short algebra segment in a general math course reported as an algebra course). Therefore, to improve the interpretability of course taking, composite variables were formed which attenpted to purify students' reports of course taking. This was done for reports of course taking in mathematics, science, English, and

social studies, and the table percentages are based upon these composites. The following mutually exclusive and exhaustive course-taking categories were created as the result of this exercise.

MATHEMATICS:
(Algebra)--Taking algebra only or algebra and regular mathematics
(Regular math)--Taking regular mathematics only
(Remedial math)--Taking regular and remedial mathematics or remedial mathematics only
(No math)--Taking no mathematics

SCIENCE:
(Science with lab)--Taking science with a laboratory component
(Science without lab)--Taking science without a laboratory component
(No science)--Taking no science

ENGLISH:
(Regular English)--Taking regular English only
(Remedial English)--Taking regular English and remedial English or remedial English only
(No English)--Taking no English

HISTORY/SOCIAL STUDIES
(History only)--Taking history only
(Social studies only)--Taking social studies only
(History and social studies)--Taking both a history and a social studies course
(No history/social studies)--Taking neither history nor social studies

Standard Errors and Key Statistics

All percents reported in the tables are weighted to population estimates that compensate for oversampling of certain types of schools and students and that adjust for the small amount of nonresponse. Complex sample designs, such as the one used in the NELS:88 survey, often employ stratification, clustering, and unequal selection probabilities. These designs require procedures for estimating sampling variability that are markedly different from the ones that apply when the data are from a simple random sample. In general, such complex designs yield statistics with larger sampling errors than those from a simple random sample. The impact of the sample design on the sampling error of a given statistic is often assessed by the design effect, which is the ratio of the actual error variance of the statistic to the variance that would have been obtained for the statistic had it been based on a simple random sample. Standard errors and design effects were calculated for 30 means and proportions selected randomly from the NELS:88 student questionnaire. The average design effect across these 30 items is 2.54. The average root design effect is 1.56. The minimum root design effect for the 30 items is 1.16, the maximum is 2.24, and the standard deviation across the 30 root design effects is 0.33. Further details are presented in the *NELS:88 Base Year Sample Design Report*.

Three main approaches to the computation of standard errors from complex samples are balanced repeated replication, jackknife repeated replication, and Taylor residual techniques. The three approaches give similar results. Table B gives estimates, standard errors, unweighted sample sizes and estimated population sizes (weighted n's) for several key items. The standard errors were calculated using Taylor residual techniques. The standard errors presented in the table are for the overall sample. Larger standard errors will be found for estimates from the various sub-populations (e.g., independent private school children) reported in the tables.

Estimates of standard errors for other percents reported in the tables may be approximated by using the following formula:

$$SEp = DEFT * [(P*(100-P))/n]^{1/2}$$

where p is the weighted percent reported in the table and n is the number of cases on which the percent is based (see the appendix). DEFT is the root design effect. For the NELS:88 base year survey student data the average root design effect of 1.56 may be used to estimate the effect of the sample design on standard errors calculated under the assumption of simple random sampling.

Tables in this report contain point estimates of population percentages. The estimates with their standard errors may be used to construct confidence intervals, or interval estimates, which are ranges that are estimated to include the population percentage with a specified probability or level of confidence. For example, using the sample percent and its standard error, a confidence interval could be constructed that would have a 95 percent probability of including a population percentage within its bounds. Readers who are interested in obtaining standard error estimates calculated using Taylor residual techniques for all estimates presented in the tables should contact NCES[4]. Also available from NCES are diskettes containing comma-separated files with estimates, unweighted and weighted sample sizes, and Taylor residual techniques standard errors calculated for each of the classification cells presented in the tables.

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4 For more information, contact the Longitudinal and Household Studies Branch of the National Center for Education Statistics, 555 New Jersey Avenue N.W., Washington, D.C., 20208.

Table B.--Estimated percentages, standard errors, and unweighted and weighted n's for key table items

Student characteristics	Algebra	Science with lab	English	Foreign language	Social studies
1	2	3	4	5	6
Total					
estimate	32.2	21.5	83.7	24.1	23.0
s.e.	0.60	0.39	0.29	0.60	0.60
unwt n	23392	21489	23242	22364	23150
wt n/1000	2859	2653	2840	2730	2828
Sex					
Male					
estimate	31.8	22.1	81.6	23.8	21.8
s.e.	0.73	0.45	0.31	0.67	0.63
unwt n	11480	10533	11396	10844	11321
wt n/1000	1411	1309	1401	1329	1390
Female					
estimate	32.7	20.9	85.8	24.4	24.0
s.e.	0.62	0.42	0.41	0.59	0.64
unwt n	11912	10956	11846	11520	11829
wt n/1000	1448	1345	1439	1400	1437
Race/ethnicity					
Asian					
estimate	46.8	25.5	81.3	37.5	17.4
s.e.	1.26	1.29	0.82	1.77	1.16
unwt n	1436	1323	1429	1394	1424
wt n/1000	98	91	97	95	97
Hispanic					
estimate	24.4	19.1	76.4	19.5	18.6
s.e.	1.05	0.83	0.77	1.05	0.77
unwt n	2937	2756	2896	2770	2874
wt n/1000	286	269	282	270	280
Black					
estimate	26.3	19.6	80.7	21.5	25.7
s.e.	1.01	0.91	0.67	1.00	0.88
unwt n	2717	2527	2655	2477	2632
wt n/1000	352	327	343	320	339
White					
estimate	33.9	22.0	85.6	24.7	23.4
s.e.	0.58	0.43	0.32	0.66	0.74
unwt n	15770	14380	15742	15237	15704
wt n/1000	2053	1900	2048	1982	2043

Table B.--Estimated percentages, standard errors, and unweighted and weighted n's for key table items--Continued

Student characteristics	Algebra	Science with lab	English	Foreign language	Social studies
1	2	3	4	5	6
Race/ethnicity (continued)					
Native American estimate	25.7	22.0	75.1	19.6	22.6
s.e.	1.20	1.87	2.06	1.32	1.21
unwt n	287	274	280	265	280
wt n/1000	37	35	36	34	36
Socioeconomic status					
Lowest quartile					
estimate	18.8	17.2	80.5	16.2	23.8
s.e.	0.66	0.58	0.58	0.45	0.69
unwt n	5443	5165	5380	5123	5327
wt n/1000	689	653	680	647	673
Second quartile					
estimate	26.7	19.7	82.4	18.9	24.1
s.e.	0.72	0.45	0.54	0.49	1.06
unwt n	5482	5152	5443	5224	5424
wt n/1000	714	669	710	680	707
Third quartile					
estimate	33.3	21.4	83.3	23.7	22.2
s.e.	0.67	0.47	0.39	0.70	0.62
unwt n	5609	5204	5581	5385	5571
wt n/1000	724	672	720	695	718
Highest quartile					
estimate	49.3	27.7	88.4	36.8	21.8
s.e.	0.72	0.68	0.32	1.07	0.69
unwt n	6853	5962	6833	6627	6822
wt n/1000	732	659	730	707	729
Urbanicity					
Urban					
estimate	32.5	20.6	81.4	29.6	23.6
s.e.	1.09	0.82	0.65	1.21	0.76
unwt n	7221	6600	7165	6865	7131
wt n/1000	712	665	705	672	701
Suburban					
estimate	35.1	24.0	83.9	27.2	21.5
s.e.	0.80	0.57	0.37	0.84	0.68
unwt n	9724	8851	9688	9332	9657
wt n/1000	1245	1142	1241	1195	12

Table B.--Estimated percentages, standard errors, and unweighted and weighted n's for key table items--Continued

Student characteristics	Algebra	Science with lab	English	Foreign language	Social studies
1	2	3	4	5	6
Urbanicity (continued)					
Rural					
estimate	28.1	18.8	85.3	15.6	24.5
s.e.	0.75	0.65	0.54	0.78	1.35
unwt n	6447	6038	6389	6167	6362
wt n/1000	901	847	893	863	889
School type					
Public					
estimate	31.2	21.5	84.6	23.5	23.5
s.e.	0.60	0.41	0.29	0.61	0.67
unwt n	18321	16991	18170	17467	18078
wt n/1000	2506	2322	2487	2391	2475
Catholic					
estimate	31.7	18.6	73.4	16.2	19.3
s.e.	3.17	1.25	1.43	2.02	1.41
unwt n	2495	2432	2496	2390	2498
wt n/1000	219	214	219	210	219
Independent private					
estimate	69.6	48.0	85.4	87.8	20.0
s.e.	3.93	3.88	0.88	2.85	3.75
unwt n	1596	1161	1599	1569	1598
wt n/1000	29	22	30	29	30
Other private					
estimate	47.9	21.5	83.2	37.0	17.4
s.e.	3.39	3.41	1.26	3.57	2.95
unwt n	980	905	977	938	976
wt n/1000	104	96	104	100	104

Appendix

Unweighted Sample Sizes for Levels of Classification Variables

Unweighted sample sizes for levels of classification variables

Student characteristics	Total	Public schools	Catholic schools	Independent private schools	Other private schools
1	2	3	4	5	6
Total	24599	19372	2578	1635	1014
Sex					
Male	12241	9620	1241	873	507
Female	12358	9752	1337	762	507
Race/ethnicity					
Asian	1527	1231	119	129	48
Hispanic	3171	2772	309	53	37
Black	3009	2565	294	109	41
White	16317	12324	1808	1325	860
Native American	299	253	21	5	20
Missing	276	227	27	14	8
Family income					
Under $15,000	4429	4171	210	20	28
$15,000-$24,999	3812	3401	266	54	91
$25,000-$34,999	3815	3173	418	86	138
$35,000-$49,999	4301	3388	572	159	182
$50,000 or more	5237	3246	565	1076	350
Missing	3005	1993	547	240	225
Parent education					
Less than high school	2537	2433	88	3	13
High school graduate/GED	4625	4058	438	25	104
Some college	9586	8072	1034	188	292
College graduate	3654	2447	515	442	250
M.A. or equivalent	2254	1408	232	450	164
Ph.D./M.D./ other professional	1432	613	162	504	153
Don't know	478	314	104	23	37
Missing	33	27	5	0	1
Socioeconomic status					
Lowest quartile	5934	5592	279	8	55
Second quartile	5788	4975	642	33	138
Third quartile	5836	4467	754	160	255
Highest quartile	7030	4128	902	1434	566
Missing	11	10	1	0	0
Family composition					
Mother & father	15808	11901	1888	1246	773
Mother & male guardian	2580	2279	158	92	51
Father & female guardian	577	505	29	31	12
Mother only	3923	3275	361	197	90
Father only	619	506	60	43	10
Other relative/non-relative	756	671	49	15	21
Missing	336	235	33	11	57

Unweighted sample sizes for levels of classification variables--Continued

Student characteristics	Total	Public schools	Catholic schools	Independent private schools	Other private schools
1	2	3	4	5	6
Total	24599	19372	2578	1635	1014
Limited English proficient					
Yes	642	602	17	18	5
No	23687	18560	2541	1614	972
Missing	270	210	20	3	37
Language minority					
Yes	3715	3162	352	118	83
No	20876	16202	2226	1517	931
Missing	8	8	0	0	0
Grades composite					
Lowest quartile	5817	5079	396	205	137
Second quartile	5264	4262	541	268	193
Third quartile	6113	4599	749	525	240
Highest quartile	7098	5196	874	599	429
Missing	307	236	18	38	15
Science test quartile					
Lowest quartile	5804	5158	431	86	129
Second quartile	5667	4598	651	188	230
Third quartile	6044	4563	789	400	292
Highest quartile	6101	4219	641	903	338
Missing	983	834	66	58	25
History test quartile					
Lowest quartile	5655	5134	325	67	129
Second quartile	5572	4667	556	153	196
Third quartile	6014	4532	784	413	285
Highest quartile	6284	4141	843	942	358
Missing	1074	898	70	60	46
Composite test quartile					
Lowest quartile	5647	5127	366	54	100
Second quartile	5606	4732	576	114	184
Third quartile	5963	4562	793	307	301
Highest quartile	6481	4194	779	1102	406
Missing	902	757	64	58	23
Reading proficiency					
Below level 1	3000	2673	202	59	66
At level 1	11529	9528	1159	425	417
At level 2	8147	5578	1038	1060	471
Missing	1923	1593	179	91	60

Unweighted sample sizes for levels of classification variables--Continued

Student characteristics	Total	Public schools	Catholic schools	Independent private schools	Other private schools
1	2	3	4	5	6
Total	24599	19372	2578	1635	1014
Math proficiency					
Below level 1	3898	3447	301	65	85
At level 1	8413	7061	904	164	284
At level 2	4864	3648	666	321	229
At level 3	4733	3056	449	923	305
Missing	2691	2160	258	162	111
Math ability group					
Low	1789	1399	174	161	55
Middle	9723	8084	748	605	286
High	7430	5677	730	662	361
Not grouped	3704	2492	812	143	257
Don't know	1194	1041	75	48	30
Missing	759	679	39	16	25
Science ability group					
Low	1194	1038	78	48	30
Middle	8558	7478	510	374	196
High	5304	4338	424	373	169
Not grouped	7110	4360	1440	743	567
Don't know	1472	1303	74	67	28
Missing	961	855	52	30	24
English ability group					
Low	1337	1158	94	57	28
Middle	8762	7589	604	375	194
High	6186	5081	516	384	205
Not grouped	6086	3574	1250	729	533
Don't know	1328	1169	65	66	28
Missing	900	801	49	24	26
Social studies ability group					
Low	1188	1055	59	49	25
Middle	8102	7111	498	326	167
High	5339	4384	447	354	154
Not grouped	7390	4556	1439	789	606
Don't know	1621	1422	81	82	36
Missing	959	844	54	35	26
Locus of control					
Lowest (external)	7986	6780	650	317	239
Middle	7987	6248	872	559	308
Highest (internal)	8425	6164	1043	756	462
Missing	201	180	13	3	5

Unweighted sample sizes for levels of classification variables--Continued

Student characteristics	Total	Public schools	Catholic schools	Independent private schools	Other private schools
1	2	3	4	5	6
Total	24599	19372	2578	1635	1014
Self concept					
Low	9034	7286	862	548	338
Medium	6669	5230	727	448	264
High	8720	6700	977	636	407
Missing	176	156	12	3	5
Postsecondary education plans					
Won't finish high school	346	324	12	7	3
High school only	2339	2177	116	12	34
Vocational/technical	2102	1920	124	8	50
Attend college	3078	2633	306	47	92
Graduate college	10251	7924	1207	655	465
Postgraduate/professional	6268	4199	801	904	364
Missing	215	195	12	2	6
Geographic region					
Northeast	4933	3093	1012	624	204
North central	6127	4883	820	196	228
South	8462	6933	520	636	373
West	5040	4436	226	169	209
Missing	37	27	0	10	0
Urbanicity					
Urban	7620	5006	1224	979	411
Suburban	10246	8005	1182	610	449
Rural	6733	6361	172	46	154
Total enrollment					
1-99	224	117	28	19	60
100-200	3011	1550	838	318	305
300-499	5512	3896	819	626	171
500-749	7159	6037	448	339	335
750-999	4320	3987	98	211	24
1000+	3885	3785	23	77	0
Missing	488	0	324	45	119